



Chapter 1: Blueprint for Deeper Learning

Flipped GRR (Math Option)

Foundation for Learning			
Title:			
Grade/Course	Subject		Duration
Focus Standard(s)			
Skills	Concepts		Bloom's Level
DOK 1	DOK 2	DOK 3	DOK 4
NCTM: Establish Mathematics Goals to Focus Learning			
Learning Goals: I am learning to . . .		Success Criteria: I will be successful when I can . . .	
Real-World Problem and Task Overview			
NCTM: Implement tasks that promote reasoning and problem solving			
Real-World Problem/Challenge/Issue:			
Overview of Learning Tasks (1–2 sentences with aligned standard codes)			
Task 1:			
Task 2:			
Task 3:			
Task 4:			

Adapted from www.c3teachers.org Inquiry Design Model by Dr. Lissa Pijanowski
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Construction of Knowledge: Task 1		Check Expected Level of Rigor/Relevance	
Driving Question:	NCTM: Pose purposeful questions	<input type="checkbox"/> C	<input type="checkbox"/> D
Task Opening:	NCTM: Use and connect mathematical representations	<input type="checkbox"/> A	<input type="checkbox"/> B
Independent Practice (let them)	NCTM: Support productive struggle in learning mathematics	Strategies	
Guided Practice (guide them)	NCTM: Facilitate meaningful discourse	Strategies	
Direct Instruction (show them)	NCTM: Build procedural fluency from conceptual understanding.	Strategies	
Task Closing:	NCTM: Use and connect mathematical representations		
Instructional Resources (print/digital)	Teacher resources	Student resources	
Learner Considerations: (Special Ed, ELL, etc.)			

Inspection and Feedback			
NCTM: Implement tasks that promote reasoning and problem solving			
Assessment/Task: (Show What You Know)			
Success Criteria:	Not Yet	Meets	Feedback:



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Construction of Knowledge: Task 2		Check Expected Level of Rigor/Relevance	
Driving Question:	NCTM: Pose purposeful questions	<input type="checkbox"/> C	<input type="checkbox"/> D
Task Opening:	NCTM: Use and connect mathematical representations	<input type="checkbox"/> A	<input type="checkbox"/> B
Independent Practice (let them)	NCTM: Support productive struggle in learning mathematics	Strategies	
Guided Practice (guide them)	NCTM: Facilitate meaningful discourse	Strategies	
Direct Instruction (show them)	NCTM: Build procedural fluency from conceptual understanding.	Strategies	
Task Closing:	NCTM: Use and connect mathematical representations		
Instructional Resources (print/digital)	Teacher resources	Student resources	
Learner Considerations: (Special Ed, ELL, etc.)			

Inspection and Feedback			
NCTM: Implement tasks that promote reasoning and problem solving			
Assessment/Task: (Show What You Know)			
Success Criteria:	Not Yet	Meets	Feedback:



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Construction of Knowledge: Task 3		Check Expected Level of Rigor/Relevance	
Driving Question:	NCTM: Pose purposeful questions	<input type="checkbox"/> C	<input type="checkbox"/> D
Task Opening:	NCTM: Use and connect mathematical representations	<input type="checkbox"/> A	<input type="checkbox"/> B
Independent Practice (let them)	NCTM: Support productive struggle in learning mathematics	Strategies	
Guided Practice (guide them)	NCTM: Facilitate meaningful discourse	Strategies	
Direct Instruction (show them)	NCTM: Build procedural fluency from conceptual understanding.	Strategies	
Task Closing:	NCTM: Use and connect mathematical representations		
Instructional Resources (print/digital)	Teacher resources	Student resources	
Learner Considerations: (Special Ed, ELL, etc.)			

Inspection and Feedback			
NCTM: Implement tasks that promote reasoning and problem solving			
Assessment/Task: (Show What You Know)			
Success Criteria:	Not Yet	Meets	Feedback:



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Construction of Knowledge: Task 4		Check Expected Level of Rigor/Relevance	
Driving Question:	NCTM: Pose purposeful questions	<input type="checkbox"/> C	<input type="checkbox"/> D
Task Opening:	NCTM: Use and connect mathematical representations	<input type="checkbox"/> A	<input type="checkbox"/> B
Independent Practice (let them)	NCTM: Support productive struggle in learning mathematics	Strategies	
Guided Practice (guide them)	NCTM: Facilitate meaningful discourse	Strategies	
Direct Instruction (show them)	NCTM: Build procedural fluency from conceptual understanding.	Strategies	
Task Closing:	NCTM: Use and connect mathematical representations		
Instructional Resources (print/digital)	Teacher resources	Student resources	
Learner Considerations: (Special Ed, ELL, etc.)			

Inspection and Feedback			
NCTM: Implement tasks that promote reasoning and problem solving			
Assessment/Task: (Show What You Know)			
Success Criteria:	Not Yet	Meets	Feedback:



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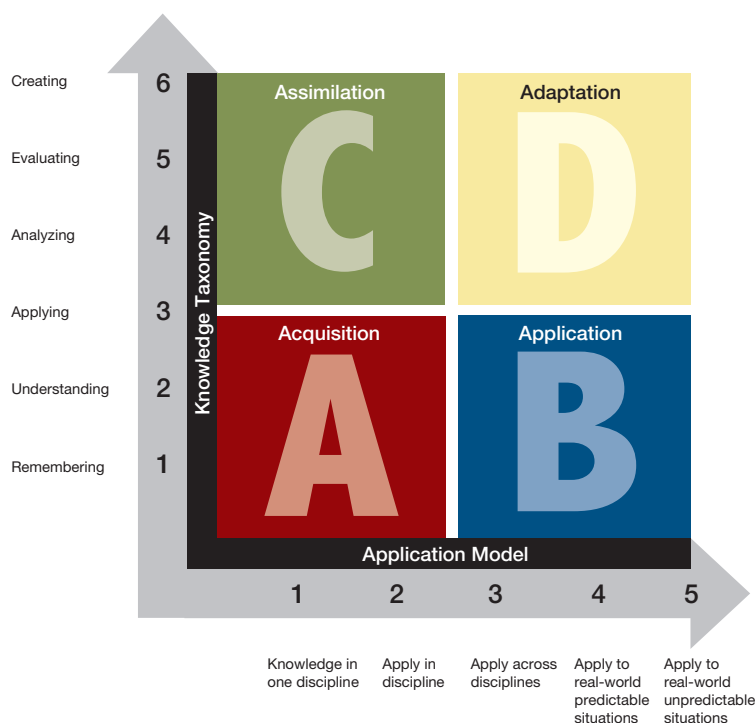
Reflection on Design and Learning:

Teacher Reflection:

Student Reflection:

Considerations for Redesign:

Rigor/Relevance Framework®



A	B	C	D
<ul style="list-style-type: none"> Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge. 	<ul style="list-style-type: none"> Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations. 	<ul style="list-style-type: none"> Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions. 	<ul style="list-style-type: none"> Students think in complex ways and can apply their knowledge and skills. Even when confronted with perplexing unknowns, students can create solutions and take action that further develops their skills and knowledge.