

# Lesson Level Intellectual Preparation Protocol

## Purpose

The *Lesson Level Intellectual Preparation Protocol* ensures teachers have thought through the most critical aspects of planning for instruction, using the Achievement First lesson level resources provided for their relevant subject area. Teachers should intellectually prepare for each lesson they teach, following at a minimum, the steps listed below. This protocol and our network lesson level resources pair together such that a teacher can independently complete the steps below and submit their work to their coach for feedback (see the completed example to see how this looks).

The *Lesson Level Intellectual Preparation Protocol* is just one of a series of tools used at Achievement First to intellectually prepare for instruction. This protocol assumes teachers also engage in robust unit unpacking, lesson execution practice, and looking at student work as part of their regular weekly preparation and development.

## Lesson Level Intellectual Preparation Protocol

*Note: The core steps for the Lesson Level Intellectual Preparation Protocol are the same across all elementary subjects and grades. Subject specific guidance for steps 1-3 is shared for each step on the following page.*

**Step 1: Understand the big idea/concept** at play in the lesson -- and be able to articulate it clearly and crisply

Develop expertise in your specific subject matter for the given lesson.

**Step 2: Do the core tasks of the lesson to develop/refine exemplar student responses for key questions/tasks with clear criteria for success**

Put yourself in the shoes of the student and actually do the core task. Make note of anything tricky that you will need to prepare for as you teach the lesson.

**Step 3: Anticipate student misconceptions and create questions / supports to address these misconceptions**

Determine how to respond to common misconceptions throughout the lesson and how to stretch student thinking when students accomplish each task.

**Optional Step 4: As necessary/appropriate, adjust the plan for individualized AOTY and/or intellectual preparation goals (as needed)**

In addition to the steps outlined above, you may have additional intellectual preparation steps to take based upon the *Arc of the Year* or coaching goals. Work with your coach to identify any additional goals. Ex. include: Scripting MVP directions into lesson plans, scripting additional planned investment moves, and determining additional points for differentiation during the lesson.

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**Step 5: Refine based on recent data (yesterday's exit ticket; last week's quiz; etc.) and rehearse the lesson**

*This step should occur in real time after you teach each lesson and cannot be completed in advance of the previous day's instruction.*

Review the data you collected in the previous lesson, including information from your data trackers and the assessment. Synthesize any implications for instruction for this lesson and adjust the lesson plan accordingly.

## Recommended IPP Timeline

- *2 Mondays before the instructional week:* Network Lesson Level Resources are posted to Many Minds. Teachers begin to complete steps 1-3 (and step 4, if directed by coach).
- *1 Monday before the instructional week:* Lesson Level Intellectual Preparation lesson annotations turned into instructional coach for feedback.
- *By TH before the instructional week:* Feedback on Lesson Level Intellectual Preparation lesson annotations available. Revise as needed. Lesson execution practice is recommended after this point.
- *Daily, during the instructional week:* Complete step 5 daily.

# Lesson Level Intellectual Preparation Protocol Subject Specific Guidance for Steps 1-3: SSSTEM

Step	Science	Social Studies	Math Stories	Math: Game Intro	Math: EBL
<p><b>1: Understand the big idea/concept at play in the lesson – and be able to articulate it clearly and crisply</b></p>	<ul style="list-style-type: none"> <li>• Read the entire lesson plan.</li> <li>• In the <i>Preparing for the Lesson</i> section of the lesson plan:               <ul style="list-style-type: none"> <li>○ Describe in 1-2 sentences how this lesson connects to the <i>Next Generation Science Standard Performance Expectation</i>.</li> <li>○ Name in 1-2 sentences whether the science content OR the science practice is in the foreground for the lesson and how you know.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read the entire lesson plan and text.</li> <li>• Annotate the text based on the lessons thinking job (this will always be aligned to the GBTJs).</li> <li>• Describe in 1-2 sentences how this lesson is connected to the scaffold essential question, ELA, and Social Studies standards. Then describe the most critical aspect of the lesson for students to engage with the most rigorous content.</li> </ul>	<ul style="list-style-type: none"> <li>• Select the story problem, agenda and magnitude using the Elementary Story Problem Guide S&amp;S and classroom data.</li> <li>• Identify the misconceptions, possible representations and calculation strategies associated with this problem type.</li> </ul>	<ul style="list-style-type: none"> <li>• Read through the entire lesson plan</li> <li>• Annotate the Aim, Narrative and What and How Key Points for the big idea of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Read the Introduction and annotate the key questions and exemplar student responses for how they connect back to the What and How Key Points</li> </ul>
<p><b>2: Do the core tasks of the lesson to develop/refine exemplar student responses for key questions/tasks with clear criteria for success</b></p>	<ul style="list-style-type: none"> <li>• Gather and prep materials as indicated in the materials preparation portion of the lesson plan.</li> <li>• Conduct the actual investigations, activities, and/or readings as described in the lesson plan, recording <i>Expected Student Responses</i> in the indicated places throughout.</li> <li>• Annotate the plan in places that may be tricky and generate ideas to combat these challenges as they arise.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather and prep materials as indicated in the materials preparation portion of the lesson plan.</li> <li>• Conduct the guided inquiry/model as described, read the student text + discussion questions, and record exemplar student responses in the indicated places within the lesson plan.</li> <li>• Annotate the plan in places you anticipate will be tricky and generate ideas to combat these challenges as they arise.</li> </ul>	<ul style="list-style-type: none"> <li>• Represent and solve the problem in 2-3 ways your students likely will. Record in order of least to most sophisticated in the lesson plan template.</li> </ul>	<ul style="list-style-type: none"> <li>• Play the game and complete the exit ticket using 2-3 methods/strategies students may use. Make note of potential misconceptions as you work. (refer to the strategies in the unit plan as needed)</li> <li>• Complete the Workshop Strategies table and star the strategy you anticipate most students will use/be successful with at this point in the year and the target strategy (if different).</li> </ul>	<ul style="list-style-type: none"> <li>• Solve the intro problem and complete the exit ticket using 2-3 methods/strategies students may use. Make note of potential misconceptions as you work.</li> <li>• Star the strategy you anticipate most students will use/be successful with at this point in the year and the target strategy (if different).</li> </ul>
<p><b>3: Anticipate student misconceptions and create questions / supports to address these misconceptions</b></p>	<ul style="list-style-type: none"> <li>• Plan your instructional response for each anticipated student behavior into the formative assessment tables of the plan.</li> <li>• Populate the Formative Assessment Tracker(s) with your planned instructional responses at the end of the lesson plan.</li> <li>• Add additional anticipated misconceptions and instructional responses as needed.</li> <li>• Refine question sequences as needed to ensure students are able to meet the lesson goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan potential misconceptions in the reading and discussion table and plan your instructional response for each anticipated student behavior into the rapid feedback tracker.</li> <li>• Add additional anticipated misconceptions and instructional responses as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for the likely misconception based on the problem type.</li> <li>• Plan your 2-3 Share T&amp;T questions and exemplar response based on the key point you want to drive home – efficiency, sophistication, or mathematical idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the Misconceptions table in the lesson plan with clarifications for each using the Unit Plan. Star misunderstandings and/or add misunderstandings you anticipate based on recent data.</li> <li>• Review the different paths for the Mid-Workshop Interruption and Discussion. Highlight the path you think you will likely go based on your classroom data and script in questions to align.</li> <li>• Prep your Rapid Feedback tracker with student names, key strategies and misconceptions across the top.</li> </ul>	<ul style="list-style-type: none"> <li>• Star misunderstandings and/or add misunderstandings you anticipate seeing based on student mastery of recent math tasks.</li> <li>• Review the potential paths for the Introduction, Mid-Workshop Interruption and/or Discussion. Highlight the path you think you will likely go based on your previous classroom data.</li> <li>• Prep your Rapid Feedback tracker with student names, key strategies and misconceptions across the top.</li> </ul>

# Lesson Level Intellectual Preparation Protocol Subject Specific Guidance for Steps 1-3: ELA

Step	Guided Reading	Close Reading	TRD	Literature	Writing
<p><b>1: Understand the big idea/concept at play in the lesson -- and be able to articulate it clearly and crisply.</b></p>	<ul style="list-style-type: none"> <li>Part 1: Understanding the Central Idea- Use the GBTJ to read and annotate the text and jot the central idea. Compare your annotations and central idea to the daily lesson resource and revise based on anything you missed.</li> <li>Part 2: Understanding the Bottom-lines- Use the STEP Bottom-lines to read the text and identify the core bottom-lines that are essential for understanding the central idea of the text. Compare your list to the list provided in the daily lesson resource.</li> </ul>	<ul style="list-style-type: none"> <li>Use the GBTJ to read and annotate the text. Jot the central idea. Compare your annotations and central idea to the daily lesson resource and revise based on anything you had missed.</li> <li><i>If applicable: Note the craft and structure moves the author used and how these support the central idea.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use the GBTJ to read and identify the most important parts of the text. Jot the central idea.</li> <li>Compare your central idea and important parts to the daily lesson resources and revise based on anything you missed.</li> </ul>	<ul style="list-style-type: none"> <li>Use the GBTJ to read and annotate the text. Jot the central idea. Compare your annotations and central idea and annotation prompt to the daily lesson resource and revise based on anything you had missed. Identify the most important element (s) of the GBTJ that come out in the central idea.</li> <li>If applicable: Note craft/ structure moves &amp; how they support the central idea.</li> </ul>	<ul style="list-style-type: none"> <li>Read the entire lesson plan. Describe in 1-2 sentences what craft or structure based content is being taught from the Genre-Based Writing Job.</li> </ul>
<p><b>2: Do the core tasks of the lesson to develop/refine exemplar student responses for key questions/tasks with clear criteria for success</b></p>	<ul style="list-style-type: none"> <li>Part 1: Understanding the Central Idea- Review the roadmap of questions. Note what students should say in response to each question. Annotate the lesson plan and/or text in places you anticipate will be tricky.</li> <li>Part 2: Understanding the Bottom lines- For each focus bottom-line you listed, note what exemplar use of this bottom-line would look like in the text and identify they important pages/parts of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Review the roadmap of questions. Note what students should say in response to each question.</li> <li>For Short Response Questions: Invest in the question. Then craft a level 2 response that meets the criteria listed.</li> <li>For Multiple Choice: Invest in the question. Then select the best answer. Consider the thinking process you had to use to answer this question correctly.</li> <li>Annotate the lesson plan/text in places you anticipate to be tricky.</li> </ul>	<ul style="list-style-type: none"> <li>Review the Plan for Reading and Discussing and note what students should say in response to each question and note places in the text and the plan you anticipate will be tricky..</li> <li>For Think Alouds- note what key idea the teacher is modeling and what transferrable thinking point students should take away</li> <li>For T&amp;T and Discussion Road Map Questions- draft your exemplar response and consider the thinking process you had to use to answer this question.</li> </ul>	<ul style="list-style-type: none"> <li>Review the annotation prompt. Note what ideas should emerge in student annotations in response to the annotation prompt and where these ideas should appear in the text.</li> <li>For Discussion Prompts: Invest in the question. Then note ideas and evidence that meets the criteria listed.</li> <li>For HOT Questions: Invest in the questions. Note ideas and evidence that supports both sides of the argument.</li> </ul>	<ul style="list-style-type: none"> <li>Review and revise the teacher model that you will write in front of students. Craft the think aloud you will use as you write the model to highlight the key points of the lesson. Review and revise exemplar student responses for guided practice.</li> </ul>
<p><b>3: Anticipate student misconceptions and create questions / supports to address these misconceptions</b></p>	<ul style="list-style-type: none"> <li>Part 1: Understanding the Central Idea- Note potential scholar misunderstandings throughout the lesson. Note Back pocket moves you can use to respond to likely scholar misunderstandings.</li> <li>Part 2: Understanding the Bottom lines- Using student individual goals and prior conferring notes: <ul style="list-style-type: none"> <li>Determine if you plan to model a specific bottom-line using student data and prepare your what, why how for this model.</li> <li>Create a plan for conferring- Identify which bottom-lines you will prioritize for conferring based on student individual goals and select possible conferring prompts/places in the text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Note potential scholar misunderstandings throughout the lesson.</li> <li>Note back pocket moves you can use to respond to likely scholar misunderstandings.</li> <li>For short response prompts: Craft a level 1 response and how you will coach these scholars.</li> <li>Using recent student data, determine who you will circulate to and why. If applicable, co-teachers should zone the room using this data.</li> </ul>	<ul style="list-style-type: none"> <li>Note potential scholar misunderstandings throughout the lesson.</li> <li>Note back pocket moves you can use to respond to likely scholar misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>Note potential scholar misunderstandings throughout the lesson.</li> <li>Note back pocket moves you can use to respond to likely scholar misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>Highlight any part of the lesson where content misconceptions might occur. Review and revise the lesson's conferring prompts from the unit plan. Use the lesson's criteria for success to populate the rapid feedback tracker.</li> </ul>