

Division of Numeracy

Lesson Preparation Protocol

When analyzing the backward design of mathematics curriculum units, it is important to understand how to plan at the lesson level. Section diagnostics or other similar curriculum-embedded assessments help teachers determine whether students will be successful on the end-of-unit assessment. This means that understanding how to support students along the way is essential when planning at the lesson level.

Preparing to Teach a Lesson

Step One: Review Unit Study Tool

- ☐ Review the completed [unit study tool](#) for the unit you are instructing.
- ☐ As you complete step two, evaluate the connection between the lesson objectives and the high-leverage knowledge and skill requirements you uncovered during the unit study.

Step Two: Prepare to Support All Students

Phase One: Initial Analysis

- ☐ Determine the purpose of each activity and question and how each relates to the goal of the lesson.
- ☐ Do the math of the lesson and prepare (if not available) student exemplar responses for written and spoken expressions of understanding to serve as student look-fors and/or success criteria.

Phase Two: Advanced Analysis

- ☐ Identify possible student misconceptions.
- ☐ Develop additional questions to provide in-the-moment supports as needed based on your student look-fors and anticipated student misconceptions.
- ☐ Identify areas in the lesson that may require timing adjustments and access your curriculum-embedded resources to address unfinished learning using the [acceleration cycle](#).
- ☐ Identify places where adjustments may need to be made to whole class groupings. Using the student look-fors and/or success criteria, create a plan for identifying which students need support and how you will provide it.
- ☐ Identify which activities you will use to provide students with the needed extra support (curriculum-aligned small-group targeted supports, [Zearn](#), etc.), and how the supports will fit into and connect to the lesson.

There may be times, as indicated above, when teachers need to make adjustments to the lesson to meet the specific needs of their unique student populations. When these changes are made, teachers should justify the need for these changes by providing a rationale for the adjustments.

Phase Three: Materials Matter

- ☐ Identify the necessary materials for the lesson and ensure they are readily available.
- ☐ Determine a procedure and provide explicit directions for distributing materials to minimize disruptions to instructional time.
- ☐ Create and display anchor charts or additional classroom visuals to support students with the day's lesson.
- ☐ Ensure that the necessary technology is in place to enable students to engage in the lesson fully.