

K-2 Knowledge Lesson Preparation Protocol

Understanding the backwards design of the knowledge-building units or modules of study within the HQIM is also important to understanding how to plan at the lesson level. Curriculum-embedded formative assessments assist teachers with determining student progress toward the end-of-unit assessment or culminating activities, making it essential to plan lesson supports that strategically guide students toward mastery.

Step One: Review K-2 Knowledge Unit Preparation Protocol

- ☐ Review the completed preparation protocol for the current unit.
- ☐ Read the lesson introduction and consider connections to the overarching unit objectives.
- ☐ As you complete Step Two, evaluate the connection between the comprehension skill look-fors that you identified during the unit preparation and individual lesson look-fors.

Step Two: Supporting All Students with Lesson Annotations

Phase One: Initial Analysis

- ☐ Determine the purpose of each lesson segment, activity, and question in order to set a learning objective.
- ☐ Identify the expectation for mastery of the lesson.
- ☐ Identify formative assessment opportunities to assess for mastery of the lesson's learning objective(s).
- ☐ Determine how you will deliver instruction so that students master the learning objective (modeling, direct and explicit instruction, opportunities for practice with feedback, etc.).

Phase Two: Advanced Analysis

- ☐ Use recent formative assessment data to anticipate possible comprehension difficulties or misconceptions.
- ☐ Adjust lesson timing if additional modeling, guided practice, and student response opportunities are needed.
- ☐ Develop additional questions to provide in-the-moment support based on student look-fors and anticipated student misconceptions as needed.
- ☐ Select additional recommended supports from the curriculum to include in the lesson as needed.
- ☐ Identify places where adjustments may need to be made to student groupings (e.g., whole group, small group, partner work).
- ☐ Determine whether or not any additional small group targeted support may be needed.

Note: Teachers are encouraged to make data-based decisions when making any adjustments to lessons, ie. grouping, timing, modeling and practice. See a sample [annotated teaching guide](#).

Step Three: Materials Matter

- ☐ Identify which materials are needed for each segment and ensure student access to those materials.
- ☐ Plan clear procedures for distributing materials efficiently and minimize disruptions to instructional time.
- ☐ Create and display any anchor charts¹ or additional visual support for students with the lesson.
- ☐ Secure technology needed for students to complete the lesson.

¹ For information about anchor charts, go to https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf or <http://www.weareteachers.com/anchor-charts-101-why-and-how-to-use-them-plus-100s-of-ideas/>