

Lesson Study Protocol

When analyzing the backward design of ELA curriculum units, it is important to understand how to plan at the lesson level. The section diagnostics or other similar curriculum-embedded assessments assist teachers in determining whether or not students will be successful on the end-of-unit task. 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 look-fors or objectives and the high-leverage knowledge and skill requirements you uncovered during the unit study.

Step Two: Supporting All Students with Lesson Annotations

- Determine the purpose of each activity and question.
- Create exemplar responses for written and spoken expressions of understanding to serve as student look-fors.
- 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. The [reader's circles](#) can be a helpful tool for developing scaffolding questions.
- Identify places in the lesson that might need timing adjustments.
- Identify places where adjustments may need to be made to whole class groupings.
- Identify which optional activities you plan to teach, whether or not any additional small group targeted support may be needed, and how it will fit into the lesson.

Section Diagnostic Data Collection Tools are [available](#) to support making instructional decisions in this step of the lesson study protocol.

There may be times as indicated above that require teachers to make adjustments to the lesson to meet the 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. A sample annotated teaching guide is [available](#).

Step Three: Materials Matter

- Identify which materials are needed for the lesson and be sure to provide access to those materials.
 - Determine a procedure and explicit directions for the distribution of materials to minimize disruptions to instructional time.
- Create and display anchor charts¹ or additional classroom visuals to support 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/>