

Figure 6.4:
Lesson-Design Protocol

	Lesson-Planning Question	How to Plan
Lesson Frame	Which content standard or standards are students learning in the lesson?	Identify the actual content standard or standards the lesson addresses.
	Which process standards are students learning during the lesson?	Identify the process standards. This relates to the habits of mind students are developing in the lesson. For example, in science, does the lesson address an engineering practice? In mathematics, does the lesson address a mathematical process standard? In English, does the lesson address an English language arts capacity?
	What is the "I can . . ." statement students are learning?	Determine the "I can . . ." statement from the unit related to the lesson.
Differentiation and Formative Feedback	How will you know if students learned throughout the lesson? How will students take action on feedback throughout the lesson?	Consider when you will check in with students to see if they are learning. How will student learning be visible or audible so you and other students can give feedback to students who will make immediate corrections in thinking during the lesson?
	How will students interact with one another during the lesson and learn from one another?	How will student pairings and groupings allow for students to learn from one another? What are the routines and expectations for student actions?
	What is your plan for students who struggle during the lesson?	Some students will get stuck during the lesson. Determine your plan to move them forward without giving away the answer or how to accomplish the task. What questions will you ask? What prerequisites might you need to address? What manipulatives or alternate activities might you need?
	What is your plan for students who finish early?	Some students will understand quickly and well. Determine how you can extend parts of the lesson so students continue learning the content in a meaningful way.
Lesson Structure for Student Learning and Engagement	How will the lesson begin?	Determine what students will be doing during the start of the lesson. Identify how the warm-up or initial activity connects previous learning to the day's lesson, reviews learning, or asks students to explore what they will learn during the lesson. Determine how to clarify the learning target for the day with students.
	What are the different parts of the lesson and what will students do during each? How long will you spend on each part of the lesson?	Determine the parts of the lesson (such as notes, group work, reading, writing, lab work, and so on) and how long students will spend on each part. Students can learn at most fifteen minutes of new information before doing something to apply that knowledge (Hattie & Yates, 2014). Consider how to have students learn through reading, writing, and discussion. Determine how you will actively engage students in learning throughout the unit. Focus not just on the teacher aspects of the lesson, but more on what students will do to learn during each part of the lesson.
	How will the lesson end?	Determine how to have students close the lesson by articulating what they learned (as a whole class, with journal writing, using pair-share, and so on). The conclusion might also include an exit ticket, but this alone does not provide an opportunity for students to reflect on what they learned unless you add a specific question.
	What materials will you need?	Make a list of necessary materials for the lesson and determine how to provide them to students in a way that minimizes transitions.