

# Eureka Math: Lesson Preparation Protocol Recording Sheet

<b>1. PREPARE: Unpack the Lesson</b> <ul style="list-style-type: none"> <li>Do the math for each question, example, exercise, and challenge.</li> <li>Read the standards and compare your work against the expectations of the standards drawing from the unpacking documents and coherence map.</li> </ul>	What is the big idea of this lesson? What do students need to walk away understanding? What math is happening in this lesson? What aspects of rigor are addressed? How do the concepts develop across the lesson?
<b>2. PREDICT: What parts of the lesson will be most challenging?</b> <ul style="list-style-type: none"> <li>What do students already understand?</li> <li>What skills and knowledge will they need to build in order to be successful with the lesson?</li> <li>Which questions will be the trickiest? Why? How will you ensure they build their understanding without giving them the answers?</li> </ul>	Where may students struggle in the lesson? What type of scaffolding and questioning needs to take place to promote student learning, thinking, and engagement? How are students expected to dialogue and discuss with peers and the teacher in this lesson?
<b>3. Refine the Lesson (PREDICT)</b>	
<i>Dialogue, Questions, and Problems</i>	What dialogue, questions, and problems are “Must Dos”? How do these connect to one another and build a coherent story? What additional questions must be prepared to check for understanding and support learning throughout the lesson? How will students share their thinking? How are you balancing dialogue, conceptual understanding, application problems, and abstract problems? How are you balancing pictorial/graphic representations and abstract representations?
<i>Opening and Closing</i>	What reflections/questions/connections need to open the lesson? What misconceptions were seen in previous lessons? What misconceptions may need to be clarified at the end of the lesson <b>before</b> the Exit Ticket? What adjustments to the Closing questions and/or the Exit Ticket may be necessary?
<i>Pacing and Timing the Lesson</i>	What are the time recommendations in the TE? Where do you anticipate needing more/less time?
<b>Anticipated Difficulty</b>	<b>“Must Do” Customization Suggestion</b>
The first question of the lesson is too challenging.	Write a short sequence of problems on the board that provides a ladder to Problem 1. Direct students to complete those first problems to empower them to begin the lesson.
There is too big of a jump in complexity between two problems.	Provide a problem or set of problems that bridge student understanding from one problem to the next.
Students lack fluency or foundational skills necessary for the lesson.	Before beginning the lesson, do a quick, engaging fluency exercise, such as a Rapid White Board Exchange or Sprint. Before beginning any fluency activity for the first time, assess that students have conceptual understanding of the problems in the set and that they are poised for success with the easiest problem in the set.
More work is needed at the concrete or pictorial level.	Provide manipulatives or the opportunity to draw solution strategies.
More work is needed at the abstract level.	Add a White Board Exchange of abstract problems to be completed toward the end of the lesson.