



Guide to Internalization Process (Weekly)

During our time together, the goal is to rehearse the key lessons so that the first “teach” is the best “teach”.

Teachers will understand:

- What students will learn
- How student progress will be monitored throughout the lesson
- How to plan strategies to help all learners succeed

Prep Work (*BEFORE*)

PREPARE:
All Teachers

Materials Ready:

- Chromebook, Curriculum resources, and Pacing guides
- Exit tickets scored and sorted by student need/misconception (if available)
- Familiarize yourself with next week’s lessons
- Copy of next week’s plans with current dates

Reflect on the Previous Week (*DURING*)

REFLECT:
5 minutes

- How did last week’s lessons go for us? What worked well? What was challenging for our students?
- My exit ticket data showed... so this week we will respond by... [Quick Data Review](#)

Map Out The Week (*DURING*)

REVIEW:
5 minutes

- What standards carry over from the previous week? What new standards are we teaching?

See The End Goal for the Week (*DURING*)

**SEE IT
NAME IT:**
10 minutes

See It (Understanding the TEKS):

- Where do this week’s standards fall in the progression of learning? What is the cognitive demand or difficulty level (low, medium, high)?
- Review the Stage 2 assessments that pertain to this week’s learning.

Name It:

- What common formative tickets do we want to use to monitor students’ learning of the skill?
- What do we expect to see on students’ papers? What does mastery look like?
- What are predictable student misconceptions?

Lesson Internalization for the Week (*DURING*)

DO IT:
25 minutes

- Review the lesson overview, objectives, and standards to understand the “what” and “why”.
- Determine how the lesson flows and how it connects to prior learning.
- Actively analyze and complete all student tasks, questions, and assessments to anticipate challenges and identify key concepts.
 - What thinking are students expected to do during this lesson? Students need to be able to
 - What academic language or vocabulary will students be expected to learn and use?
 - How or what will be created to anchor students’ learning and be represented?
 - What will students be doing for independent practice that relates to the learning target?
- Identify where students might struggle, common misconceptions or aspects of this learning that are confusing for students, and plan specific, targeted scaffolding.
- Strategize Pacing and Differentiation.
- Create opportunities to Check for Understanding, throughout the lesson.
 - How will you determine students’ progress in meeting the learning targets? Determine exemplar responses.
- Plan for lesson closure.
 - What is the goal of the lesson closure?
 - How are students reflecting on their progress on the learning target?
 - What questions will be used to synthesize the learning?