

# CKLA Listening and Learning: Daily Lesson Preparation Protocol

## Overview

The purpose of this document is to provide a protocol for daily lesson preparation of CKLA Listening & Learning lessons. This protocol will allow teachers to go through the cognitive planning and collaborative discussion needed to prepare and internalize the CKLA materials and lead to strong implementation. This document is not intended to be an accountability measure or something for teachers to simply fill out.

Domain:

Lesson:

### Step 1: What is the goal for this lesson?

<i>Read the objectives and purpose for listening for this lesson.</i>
How do these objectives and purpose for listening fit into the overall domain?
What should students <b>know</b> because of this lesson? (i.e. Essential Understandings)
What should students be able to <b>do</b> with that knowledge?

### Step 2: What is most important about this text?

<i>Read and annotate the lesson text.</i>
Where do the Essential Understandings (noted above) live in the text? Given that, which parts of the text are most important for students to understand?
What aspects of the text (structure, features, meaning/purpose, knowledge) will students struggle with?
Given the answers to questions above, where do you need to spend the most time in the Read Aloud?

### Step 3: How will you use questions and tasks to ensure all students meet the lesson goal?

<i>Review the Discussing the Read Aloud comprehension questions.</i>
Which question(s) are crucial and most aligned to the lesson objectives/ purpose for listening/ essential understanding of the text?
How will you ensure all students engage with these crucial questions? (i.e. What and when will they discuss? What and when will they write?)
What is an exemplar student response to the question(s) above?
How will you sequence and embed the questions in the lesson to lead students to the Essential Understandings?