



## Elementary Mathematics Lesson Internalization Protocol Note-Catcher

The note-catcher is intended to be used in conjunction with the Lesson Internalization Protocol document as a tool to **read, annotate, and capture thinking**.

| <b>Step 1: Understand the Lesson Purpose and Objectives (12 minutes)</b><br><b>Use the lesson and Topic Overview</b>  |   |
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| In what ways does the lesson objective connect to the Topic Overview, TEKS, and ELPS?   |   |
| What insights did you gain by completing the <b>Problem Set</b> and <b>Exit Ticket</b> as a student?  |   |
| What knowledge and skills will students build during this lesson?   |   |
| <b>*Avid Connection</b>   |   |
| <b>Step 2: Understand the Sequence and Pacing of Activities (10 minutes)</b><br><b>Use the lesson</b>   |   |
| Where should I provide modeling, scaffolding, or guided practice?   |   |
| How will you pace each activity and plan for smooth transitions between lesson components?  |   |
| How does the overall flow of the lesson support the lesson objective and lead to success on the <b>Exit Ticket</b> ?  |   |
| <b>*Avid Connection</b>   |   |
| <b>Step 3: Prepare to Teach Each Activity with an Activity Deep Dive (20 minutes)</b><br><b>Use the lesson</b>  |   |
| Examine each lesson component. What are the most critical takeaways from each key component, and how will your instructional decisions align with the purpose of each part of the lesson? | <input type="checkbox"/> <b>Fluency</b><br><input type="checkbox"/> <b>Application Problem</b><br><input type="checkbox"/> <b>Concept Development</b><br><input type="checkbox"/> <b>Problem Set</b><br><input type="checkbox"/> <b>Student Debrief</b> |



|  |   |
|--|---|
|  | <input type="checkbox"/> <b>Exit Ticket</b> |
| What guiding questions will I ask?   |   |
| Create or identify exemplar and example responses to questions, and tasks.   |   |
| Examine embedded supports and select the appropriate supports to use in the lesson for diverse learners (emergent bilingual, gifted and talented, and students with disabilities). |   |
| <b>*AVID Connection</b>  |   |
| <b>Step 4: Organize your Resources (8 minutes)</b><br><b>Use the lesson and Suggested Tools and Representations</b>  |   |
| What manipulatives or materials do I need?   |   |
| Identify additional supplies needed using the “ <b>Notes on Multiple Means of Engagement</b> ” boxes in the margins to offer supports for groups of students.                      |   |
| What AVID-aligned tools should I prepare (e.g., one-pagers, learning logs)?  |   |