SIMPLE STRATEGY PACK

Lesson Internalization



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Teacher + Coach Guides
Color and Black & White

PREVIEW

Sample pages from the Lesson Internalization Strategy Pack.
Pages are watermarked and shortened for this preview.

The full pack includes the Teacher Card, Teacher Guide, Coach Card, Coach Guide, Snapshot Form, BUILD Protocol at a Glance, and a How to Use Guide, in color and black and white.

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Lesson Internalization

Do the lesson yourself first, so students get the grade-level task the curriculum intended.

Welcome to your Simple Strategy Pack. This short guide shows you what's inside, what to print, and the order to use each piece so the strategy moves from the page into the classroom.

01 What's in This Pack

FILE	FOR	LENGTH	WHAT IT DOES
Teacher Card	Teacher	1 page	The strategy on one page: what it is, why it helps, the five steps, and the layers.
Teacher Guide	Teacher	6 pages	The full strategy: research, examples, common missteps, and adaptations.
Coach Card	Coach	1 page	The coaching on one page: Look-Fors, debrief openers, and the BUILD connection.
Coach Guide	Coach	5 pages	How to coach the strategy across Plan, Act, and Reflect inside a Coaching Sprint.
Snapshot Form	Coach and teacher	2 pages	The evidence you collect and read together. It is never a score.
BUILD Protocol at a Glance	Coach and teacher	1 page	The planning conversation, letter by letter.

Every file comes in color and in black and white. The black-and-white versions print cleanly on any school copier.

02 Print These First

- ☐ **Teacher Card:** one for each teacher you support.
- ☐ **BUILD Protocol at a Glance:** one to keep on the planning table.
- ☐ **Snapshot Form:** one for each visit, printed double-sided.
- ☐ **Coach Card:** one for your clipboard.

Keep the Teacher Guide and Coach Guide digital and open them when you plan.

03 The Five Steps

These are the same five steps on the Teacher Card, Teacher Guide, and Coach Guide, so everyone uses the same language.

01 Work the Tasks

02 Write the Exemplar

03 Rehearse Explanations

04 Plan the Checks

05 Teach With the Plan

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TEACHER CARD · ANCHOR 04 · IMPACT LANE

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01 What It Is

Before you teach a lesson, you do it yourself. You work every task the students will do, write an example (or strong student answer) for the key task, rehearse the explanations you'll give, and plan where you'll check understanding. It works inside your [illegible] short for high-quality instructional materials: the adopted, standards-aligned curriculum your school uses. You keep the lesson's grade-level task and walk in knowing exactly what success looks like.

02 Why Use It

When a lesson gets skimmed the morning it's taught, the hard parts surprise the teacher in front of students, and the task often gets made easier on the spot. Teachers read and adapt the same written lesson in different ways (Remillard, 2005), and teachers' knowledge of the content they teach has been linked to student gains (Hill et al., 2005). Doing the lesson first builds that knowledge.

How to Do It

01

02

Ask While You Work

"What must students do to [illegible]?"

"Where don't [illegible]?"

"What [illegible]?"

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TEACHER GUIDE · ANCHOR 04

Lesson Internalization

Do the [illegible] first, so students get the grade-level task the curriculum intended.

TIME	PREP	GROUP	FITS	ANCHOR 04	GOAL
30 to 45 minutes per lesson	Moderate	Teacher alone, with a coach, or with a grade-level team	K–12, all subjects	Curriculum Internalization and Lesson Planning	Impact

01 What is the Strategy?

DEFINITION, ROLES, AND NEARBY STRATEGIES

Lesson internalization is the planning a teacher does to know a lesson deeply before teaching it. The teacher works every task the students will do, writes an exemplar (a strong, grade-level student answer) for the key task, rehearses the one or two explanations that carry the lesson, and plans the points where they'll check understanding. The work is inspired by [illegible] the school's HOWs, which stands for high-quality instructional materials. Curriculum [illegible] district or state reviews have rated as aligned to grade-level standards, so [illegible] so the [illegible] the next. The teacher keeps the curriculum's task and studies it closely enough [illegible] teaching.

[illegible] Strategies, and Internalization comes first and looks [illegible] Curriculum Review, where the lessons are handed. Anticipating [illegible] goes deeper on [illegible] checking, predicting the errors students will likely [illegible] Lesson Planning, where [illegible] Internalization [illegible] Internalization [illegible] Lesson Planning.

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07 Framework Connections

SIMPLE GROWTHPATH™, ANCHOR, PROTOCOL

Simple GrowthPath™. Lesson Internalization builds Lesson Preparation in Pillar 3, Preparation. It turns a written

[redacted]

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09 Layers of Implementation

Every strategy develops in layers. Core is the essential version, Growth sharpens the moves, and Impact is the strategy at full power.

Core

Every Task, Worked First

The teacher works through each student task and writes an exemplar for the key task before teaching, for each lesson in the cycle. Students meet the curriculum's grade-level task as written.

How you'll know: The annotated lesson shows every task worked and an exemplar for the key task. The task students receive matches the curriculum.

Growth INTENTIONAL

Planned on Purpose

The teacher's exemplar shows the features of a strong answer, the key explanation has been rehearsed out loud, and two or three checks are at set points with a question and a response method. Students hear a clear, consistent explanation and respond at each check.

How you'll know: The explanation in the lesson matches the rehearsed one, and every student responds at the planned checks.

Impact RESPONSIVE

The Plan, Shaped by Response

The teacher uses what each check reveals to choose the exemplar and make one decision in the moment, such as reteaching with the rehearsed words, pushing further, or moving on. Students revise their work toward the exemplar's features and can name what changed.

How you'll know: The teacher makes a visible decision from a check, and student work moves closer to the exemplar by the end of the lesson.

Layers describe teacher implementation. They never describe student ability.

Which Should You Prepare?

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COACH CARD · ANCHOR 04 · IMPACT LANE

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Do the lesson together, see it in the classroom, and let the teacher read the evidence first.

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03 Coaching With the Layers

NAMING THE LAYER AND THE FOCUS

Have the teacher read the three layers on the Teacher Card and say where they think they are. Ask, "Which of these

Look-Fors

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07 Act

DURING THE WORK

Work the tasks alongside the teacher in the planning session or review the teacher's annotated lesson if they

08 Reflect

After the Debrief

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SNAPSHOT FORM · ANCHOR 04

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This snapshot records evidence about one strategy: the planning work and one lesson it shapes. It is a shared

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IMPACT LANE · PLAN PHASE OF THE PAR CYCLE · TEAM SPRINTS AND 1:1 SPRINTS

BUILD Protocol at a Glance

A shared planning conversation. In a team Sprint, the teacher leader leads and the coach assists. In a 1:1 Sprint, the coach and teacher plan together. Every decision belongs to everyone at the table.

SPRINT	FOCUS	BRING	PLAN IN
Team or 1:1	Priority Anchor and Simple Strategy, or Simple GrowthPath™ Impact Driver	The lesson, the unit and its standard, and the Strategy Notebook	The BUILD Protocol Planning Template

B BEGIN WITH THE LEARNING

Where does this lesson sit in the larger sequence of learning?

- ☐ Identify the unit
- ☐ Locate the lesson in the unit pacing
- ☐ Name what came before and what comes after
- ☐ Identify the standard this lesson serves
- ☐ Check the weight of the standard
- ☐ Confirm what the team has already built

U UNPACK THE LEARNING

What do students need in order to be successful with this learning?

- ☐ Read the full standard
- ☐ Circle the verbs
- ☐ Underline the nouns and noun phrases
- ☐ Identify the prerequisite skills
- ☐ Identify the cognitive demand
- ☐ Translate the standard into a learning target
- ☐ Define the success criteria
- ☐ Decide what evidence will show learning

I IDENTIFY THE STRATEGY MOVE

What specific strategy will strengthen learning at the point where students need it most?

- ☐ Name the focus
- ☐ Open the Strategy Notebook to that Anchor or driver
- ☐ Match the strategy to the cognitive demand
- ☐ Check the strategy against the prerequisite gap
- ☐ Confirm the strategy fits the moment
- ☐ Decide what support would help

Strategy follows learning. The learning target is the job. The strategy is the tool.

L LAY OUT THE LESSON

How will the time flow across this lesson, and where does the strategy fit?

- ☐ Identify the instructional block type
- ☐ Identify the time available
- ☐ Build the time map
- ☐ Label each segment
- ☐ Place the strategy

D DESIGN EXECUTION

What will the teacher be doing, and what will students be doing at each moment of the lesson?

- ☐ Fill in teacher actions
- ☐ Fill in student actions
- ☐ Check the transitions
- ☐ Verify active student processing
- ☐ Plan the evidence

→ CARRY THE PLAN INTO ACT AND REFLECT

- ☐ When the lesson will be taught
- ☐ The PAR coaching strategy for Act, if any
- ☐ What the coach will do before, during, and after the lesson
- ☐ Evidence we will collect
- ☐ When we will Reflect together (REVIEW Teams Protocol)
- ☐ Our reflection question
- ☐ Possible next Move

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