

Curie High School Weekly Lesson Plan

Teacher: _____; Department: Mathematics; Course: _____; Week of: _____

FOCUS: _____; **State Goal/Benchmk/Perf. Descr.:** _____

ASSESSMENT: Writing; Quiz/Test; Report; Presentation; _____

Vocabulary: _____

	Instructional Strategy	Implementation of Strategy	Reinforcement of Strategy / Homework
M o n d a y	<input type="checkbox"/> Bell Ringer; <input type="checkbox"/> Hands On; <input type="checkbox"/> Guided Disc./Practice ; <input type="checkbox"/> Collaborative Learning ; <input type="checkbox"/> Vocabulary ; <input type="checkbox"/> Writing ; <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Calculators/Computers <input type="checkbox"/> _____		<input type="checkbox"/> Read: _____ <input type="checkbox"/> Write: _____ <input type="checkbox"/> Quiz/Test <input type="checkbox"/> Assessment: _____ <input type="checkbox"/> Problems: _____
T u e s d a y	<input type="checkbox"/> Bell Ringer; <input type="checkbox"/> Hands On; <input type="checkbox"/> Guided Disc./Practice ; <input type="checkbox"/> Collaborative Learning ; <input type="checkbox"/> Vocabulary ; <input type="checkbox"/> Writing ; <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Calculators/Computers <input type="checkbox"/> _____		<input type="checkbox"/> Read: _____ <input type="checkbox"/> Write: _____ <input type="checkbox"/> Quiz/Test <input type="checkbox"/> Assessment: _____ <input type="checkbox"/> Problems: _____
W e d n e s d a y	<input type="checkbox"/> Bell Ringer; <input type="checkbox"/> Hands On; <input type="checkbox"/> Guided Disc./Practice ; <input type="checkbox"/> Collaborative Learning ; <input type="checkbox"/> Vocabulary ; <input type="checkbox"/> Writing ; <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Calculators/Computers <input type="checkbox"/> _____		<input type="checkbox"/> Read: _____ <input type="checkbox"/> Write: _____ <input type="checkbox"/> Quiz/Test <input type="checkbox"/> Assessment: _____ <input type="checkbox"/> Problems: _____
T h u r s d a y	<input type="checkbox"/> Bell Ringer; <input type="checkbox"/> Hands On; <input type="checkbox"/> Guided Disc./Practice ; <input type="checkbox"/> Collaborative Learning ; <input type="checkbox"/> Vocabulary ; <input type="checkbox"/> Writing ; <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Calculators/Computers <input type="checkbox"/> _____		<input type="checkbox"/> Read: _____ <input type="checkbox"/> Write: _____ <input type="checkbox"/> Quiz/Test <input type="checkbox"/> Assessment: _____ <input type="checkbox"/> Problems: _____
F r i d a y	<input type="checkbox"/> Bell Ringer; <input type="checkbox"/> Hands On; <input type="checkbox"/> Guided Disc./Practice ; <input type="checkbox"/> Collaborative Learning ; <input type="checkbox"/> Vocabulary ; <input type="checkbox"/> Writing ; <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Calculators/Computers <input type="checkbox"/> _____	Weekly Written Assessment:	<input type="checkbox"/> Read: _____ <input type="checkbox"/> Write: _____ <input type="checkbox"/> Quiz/Test <input type="checkbox"/> Assessment: _____ <input type="checkbox"/> Problems: _____

Applied Principles of Special Education to Clarify Learning

- Extended Time on Test;
- Extended Time on Classroom Assignment
- Reduced Assignment
- Provide copy of Notes
- Provide concrete Examples

- Use Audio of Text
- Maintain Frequent Eye contact
- Give Verbal Directions in Clearly Stated Steps
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