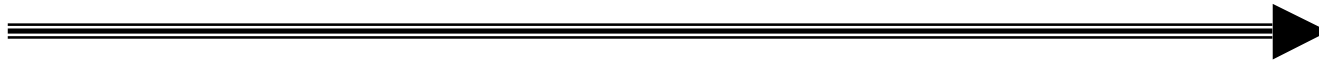


Strategic Lesson/Learning Plans: FINKL ACADEMY

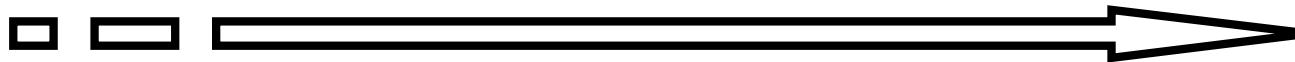
The Teaching/Learning Path



Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix and Finish UP
<i>Teacher Models</i> <i>Students begin.</i> <i>Teacher assesses and prepares for more progress.</i>	<i>Teacher Leads</i> <i>Students go farther.</i> <i>Teacher assesses and prepares for more progress.</i>	<i>Teacher guides</i> <i>Students go “deeper”</i> <i>Teacher assesses and prepares for more progress.</i>	<i>Students demonstrate/ apply</i> <i>Teacher clarifies and responds with guidance and added challenge.</i> <i>Teacher prepares end-of-week fix-up and finish UP activities.</i>	<i>Students complete with independence.</i> <i>Teacher guides students needing additional development.</i> <i>Students who “Meet” on Thursday move to Exceed!</i> STUDENTS DEMONSTRATE.

Polk Bros. Foundation Center for Urban Education

Strategic Lesson/LEARNING Planners



This guide contains outlines for lesson planning and example plans that take the Gradual Release of Responsibility across the week.

LESSON PLAN TEMPLATES

Accommodations	p. 3
General Planner	p. 4
General Planner with Explanations	p. 5
Math Planner	p. 6 Math Example: p. 7
Literature Planner	p. 8 Literature Examples: p. 9, p. 10
Fluency Development Planner	p. 11
Phonics and Sight Word Planners	p. 12
Writing and Grammar Planners	p. 13
Science Planner	p. 14 Science Example: p. 15
Social Science Planner	p. 16 Social Science Example: p. 17
Art/Music Planner	p. 18
PE Planner	p. 19

Templates for these planners and more examples of lesson plans and planners are posted at

http://teacher.depaul.edu/Lesson_Planning_Structures_and_Guides.html

ACCOMMODATIONS To respond to **individual differences**, students will have specific differentiations in instruction.

Student	Accommodations

I will incorporate the following general accommodations into instruction **for all students**.

- ☐ Demonstrate a new process/skill.
- ☐ Use different forms of assessment—after students have mastered the format.
- ☐ State directions orally and list clear steps.
- ☐ Provide/post examples with student-provided responses.
- ☐ Focus on one concept at a time
- ☐ Use visuals—graphic organizers, pictures—to clarify concepts or steps in a process.
- ☐ Clarify with examples what students are learning as they learn it.
- ☐ Revisit a skill or concept in a different way/with different example when students have difficulty learning it.

WEEKLY LESSON/LEARNING PLAN

WEEKLONG FOCUS: _____

ACADEMIC VOCABULARY (CCSSR4)

SOURCES (List reading materials, online resources, other materials): _____

Common Core Standard Emphasized: _____

Assessment: __constructed response __report __graphic organizer and explanation __presentation __

PREVIEW, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
FOCUS:	FOCUS:	FOCUS:	Objective: Improve Competence	Objective: Independent Competence
<p><i>I DO—I demonstrate how to</i></p> <p><i>WE DO</i> <i>I guide students to</i></p> <p><i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i></p> <p>Independently--assessment <i>To show what they know/can do, each student does this</i></p>	<p><i>I DO—I demonstrate how to</i></p> <p><i>WE DO</i> <i>I guide students to</i></p> <p><i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i></p> <p>Independently--assessment <i>To show what they know/can do, each student does this</i></p>	<p><i>I DO—I demonstrate how to</i></p> <p><i>WE DO—</i> <i>I guide students to</i></p> <p><i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i></p> <p>Independently--assessment <i>To show what they know/can do, each student does this</i></p>	<p>FORMATIVE ASSESSMENT YOU DO independently— complete the assessment in 10-15 minutes.</p> <p><i>I DO</i> I observe while students are working and guide if needed.</p> <p>End of class—check for shared understanding—</p>	<p>T: I DO I Guide students needing support—to help them I will</p> <p>You Do: ADVANCED students: Students who “meet” move to “exceed”</p> <p>CLASS SYNTHESIS</p>
Home Learning Activity:	Home Learning Activity:	Home Learning Activity:	Home Learning Activity:	Home Learning Activity:

WEEKLY LESSON/LEARNING PLAN This EXAMPLE integrates the speaking and listening competencies.

WEEKLONG FOCUS: _____

ACADEMIC VOCABULARY (CCSSR4) _____

SOURCES (List reading materials, online resources, other materials): _____

Common Core Standard Emphasized: _____

Assessment: __constructed response __report __graphic organizer and explanation __presentation __ _____

PREVIEW, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<i>FOCUS:</i>	<i>FOCUS:</i>	<i>FOCUS:</i>	Objective: Improve Competence	Objective: Independent Competence
<p><i>I DO—I demonstrate how to SL1—Listen to learn</i></p> <p><i>WE DO— SL1, 2 3 —confirm understanding, asking/answering questions</i> <i>I guide students to</i></p> <p><i>YOU DO</i> Collaboratively—SL1—collaborative conversations—listen, speak appropriately <i>Students work in pairs or groups to</i></p> <p><i>Independently--assessment</i> <i>To show what they know/can do, each student does this</i></p>	<p><i>I DO—I demonstrate how to SL1—listen to learn</i></p> <p><i>WE DO— SL1, 2 3 —confirm understanding, asking/answering questions</i> <i>I guide students to</i></p> <p><i>YOU DO</i> Collaboratively—SL1—collaborative conversations—listen, speak appropriately <i>Students work in pairs or groups to</i></p> <p><i>Independently--assessment</i> <i>To show what they know/can do, each student does this</i></p>	<p><i>I DO—I demonstrate how to SL1—listen to learn</i></p> <p><i>WE DO— SL1, 2 3 —confirm understanding, asking/answering questions</i> <i>I guide students to</i></p> <p><i>YOU DO</i> Collaboratively—SL1—collaborative conversations—listen, speak appropriately <i>Students work in pairs or groups to</i></p> <p><i>Independently--assessment</i> <i>To show what they know/can do, each student does this</i></p>	<p>FORMATIVE ASSESSMENT YOU DO independently—complete the assessment in 10-15 minutes.</p> <p><i>I DO</i> I observe while students are working and guide if needed. I may extend or shorten the time. Then I clarify with examples and explanations that I provide and/or students provide.</p> <p>End of class—check for shared understanding—students write or present orally (SL4) their own explanations of “how to”.</p>	<p>T: I DO I Guide students needing support—to help them I will __guide them to revise their response to the Thursday assessment or __give them a set of steps to follow so they can complete it more independently or</p> <p>You Do: ADVANCED students: Students who “meet” move to “exceed” __they add to or revise their Thursday assessment or __make their own examples of this week’s focus or</p> <p>CLASS SYNTHESIS —students present SL4—explain with details; speak clearly—SL6 SL 5: Use visuals or audio to present __class sets up bulletin board or makes own anchor charts</p>
<i>Home Learning Activity:</i>	<i>Home Learning Activity:</i>	<i>Home Learning Activity:</i>	Home Learning Activity:	Home Learning Activity:

This week's Focus:

PREVIEW, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<i>FOCUS:</i>	<i>FOCUS:</i>	<i>FOCUS:</i>	Objective: Improve Competence	Objective: Independent Competence
<i>I DO—I demonstrate how to</i> <i>WE DO</i> <i>I guide students to</i> <i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i> Independently--assessment <i>To show what they know/can do, each student does this</i>	<i>I DO—I demonstrate how to</i> <i>WE DO</i> <i>I guide students to</i> <i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i> Independently--assessment <i>To show what they know/can do, each student does this</i>	<i>I DO—I demonstrate how to</i> <i>WE DO—</i> <i>I guide students to</i> <i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i> Independently--assessment <i>To show what they know/can do, each student does this</i>	FORMATIVE ASSESSMENT YOU DO independently— complete the assessment in 10-15 minutes. <i>I DO</i> I observe while students are working and guide if needed. End of class—check for shared understanding—	T: I DO I Guide students needing support—to help them I will You Do: ADVANCED students: Students who “meet” move to “exceed” CLASS SYNTHESIS
<i>Home Learning Activity:</i>	<i>Home Learning Activity:</i>	<i>Home Learning Activity:</i>	Home Learning Activity:	Home Learning Activity:

This week's Focus:

Monday Preview, Model, Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix , finish well
<i>I do: Model the strategy/skill</i> <i>We do—teacher guides class then small groups</i> <i>You do Collaboratively</i> <i>work on applying the skill/strategy</i> <i>Independently</i> <i>Independent work is used to assess status.</i>	<i>I do: Model the strategy/skill</i> <i>We do—teacher guides class then small groups</i> <i>You do Collaboratively</i> <i>work on applying the skill/strategy</i> <i>Independently</i> <i>Independent work is used to assess status.</i>	<i>I do: Model the strategy/skill</i> <i>We do—teacher guides class then small groups</i> <i>You do Collaboratively</i> <i>work on applying the skill/strategy</i> <i>Independently</i> <i>Independent work is used to assess status.</i>	<i>You do—assessment— independent application of skill/strategy.</i> <i>I do—clarify and expand based on formative assessment.</i> <i>You do— collaboratively</i> <i>Students work with partner to compare responses to assessment.</i> <i>Teacher provides individual support based on assessment.</i>	<i>Teacher guides students needing support</i> <i>Challenge for students who “meet” to exceed.</i> <i>Class Synthesis:</i> <i>What did you like about the activities we did to learn more math this week?</i> <i>What have we learned about math? (Option—students co-construct “anchor” chart.</i>

✓ **How I will assess:**

<input type="checkbox"/> Students make their own math guide	<input type="checkbox"/> Students solve problem and explain why and how.
<input type="checkbox"/> Students make up problems and include solution guides.	<input type="checkbox"/>

How I'll support students needing guidance:

<input type="checkbox"/> Start with simpler problem, build in more challenges.	<input type="checkbox"/> Model different ways to solve same problem
<input type="checkbox"/> Peer coach	<input type="checkbox"/> Student models problem solving
<input type="checkbox"/> Learning “partner”	<input type="checkbox"/> Use online math resource
<input type="checkbox"/> Post a path—steps to follow	<input type="checkbox"/>

How I'll challenge students to exceed:

<input type="checkbox"/> Students make math guides.	<input type="checkbox"/> Students present math “models”
<input type="checkbox"/> Students make up problems and give to each other to solve.	<input type="checkbox"/> Students make pages for individual or class math “books”

LITERATURE PLAN

CCSSR: _____

This week's Reading Materials: _____

Focus Skill/Strategy: _____

Focus Question: How do you _____

Academic Vocabulary: _____

PREVIEW, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<i>FOCUS:</i>	<i>FOCUS:</i>	<i>FOCUS:</i>	Objective: Improve Competence	Objective: Independent Competence
<i>I DO—I demonstrate how to</i> <i>WE DO</i> <i>I guide students to</i> <i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i> Independently--assessment <i>To show what they know/can do, each student does this</i>	<i>I DO—I demonstrate how to</i> <i>WE DO</i> <i>I guide students to</i> <i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i> Independently--assessment <i>To show what they know/can do, each student does this</i>	<i>I DO—I demonstrate how to</i> <i>WE DO—</i> <i>I guide students to</i> <i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i> Independently--assessment <i>To show what they know/can do, each student does this</i>	FORMATIVE ASSESSMENT YOU DO independently— complete the assessment in 10-15 minutes. <i>I DO</i> I observe while students are working and guide if needed. End of class—check for shared understanding—	T: I DO I Guide students needing support—to help them I will You Do: ADVANCED students: Students who “meet” move to “exceed” CLASS SYNTHESIS
<i>Home Learning Activity:</i>	<i>Home Learning Activity:</i>	<i>Home Learning Activity:</i>	Home Learning Activity:	Home Learning Activity:

LITERATURE EXAMPLE: Lesson/Learning Plan with Centers/Guided Groups built in.

CCSSR: _____
 This week's Reading Materials: _____
 Focus Skill/Strategy: _____
 Focus Question: How do you _____
 Academic Vocabulary: _____

Preview, Model, Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Fix, finish UP
<i>Objective:</i>	<i>Objective:</i>	<i>Objective:</i>	Objective: Improve Competence	Objective: Independent Competence
<i>I do:</i> Model the skill/strategy with common text. <i>We do—</i> guided groups apply skill/strategy with leveled texts <i>You do</i> Collaboratively—during guided reading group, other students work collaboratively at literacy centers, applying the reading skill/strategy of the week and building vocabulary and writing competence. <i>Independently</i> Independent work is used to assess status.	<i>I do:</i> Model the skill/strategy with common text. <i>We do—</i> guided groups apply skill/strategy with leveled texts <i>You do</i> Collaboratively—during guided reading group, other students work collaboratively at literacy centers, applying the reading skill/strategy of the week and building vocabulary and writing competence. <i>Independently</i> Independent work is used to assess status.	<i>I do:</i> Model the skill/strategy with common text. <i>We do—</i> guided groups apply skill/strategy with leveled texts <i>You do</i> Collaboratively—during guided reading group, other students work collaboratively at literacy centers, applying the reading skill/strategy of the week and building vocabulary and writing competence. <i>Independently</i> Independent work is used to assess status.	<i>You do—assessment—</i> independent application of skill/strategy. <i>I do—</i> clarify and expand based on formative assessment. <i>You do—collaboratively</i> Students work with partner to compare responses to assessment and share ideas about the reading. <i>Teacher provides individual support based on assessment.</i>	<i>Teacher guides students needing support</i> <i>Challenge for students who “meet” to exceed.</i> <i>Class Synthesis:</i> <i>What did you like about this week’s reading?</i> <i>What have we learned about reading?</i>

How I'll support students needing guidance:

<input type="checkbox"/> Think out loud	<input type="checkbox"/> Use graphic organizers
<input type="checkbox"/> Peer coach	<input type="checkbox"/> Reciprocal readers
<input type="checkbox"/> Use less complex text	<input type="checkbox"/>

How I'll challenge students to exceed:

<input type="checkbox"/> Students expand the text	<input type="checkbox"/> Students write—using text as mentor text
<input type="checkbox"/> Students illustrate with captions	<input type="checkbox"/>

EXAMPLE OF A LITERATURE LESSON PLAN: Character Development

FOCUS Question: *How does the writer help you understand a character?*

Reading Materials: *Any story.* Academic Vocabulary: *character development; trait; feeling; main character; infer; analyze*

CCSSRL1. Read closely, make inferences with evidence. CCSSRL3. Analyze character development

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Finish well						
Objective: Analyze relationship actions and traits.	Objective: Infer feelings of characters	Objective: Analyze character development	Objective: Analyze character independently.	Objective: Increase competence						
<p>I Do: Read part of story aloud. Think out loud as you read-- Who is an important character? What do I know about that character? How do I figure out a trait?</p> <p>We Do: Read to/listen to partner--another part of the story. Figure out the trait of another character.</p> <p>You Do: <i>Collaborate:</i> Draw one character, then give picture to another student. Dialogue: Infer who is pictured and tell a trait the picture shows.</p> <p>Independently: List one of your own traits. Tell how your actions show it.</p>	<p>I Do: Start a story chart—how do I know how the main character feels during the story?</p> <table border="1"><tr><td>Event</td><td>How I feel</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>We Do: Continue the chart with input from students.</p> <p>You Do: <i>Collaborate:</i> Complete the chart for another character.</p> <p>Independently: Tell how you can figure out a character's feelings.</p>	Event	How I feel					<p>I Do: Explain that in most stories the central character changes. The character learns a lesson. Or the character makes a choice that changes his/her future.</p> <p>We Do: List Choices the main character made. What does one choice show about how the character changed or learned something? Analyze the list: What did the character learn or how did the character change?</p> <p>You Do <i>Collaborate:</i> Write about one choice the character made. What did it lead to?</p> <p>Independently: Write a note to the character telling what you think about one choice the character made.</p>	<p>You Do: (Formative assessment) Read a short story or part of a story. Identify main character and infer trait with evidence. Identify way(s) the central character changes.</p> <p>I Do: Check and clarify, extend</p> <p>Students needing support: Make timeline of story.</p> <p>Advanced Students: List responses to the question: how does a writer help you understand a character?</p>	<p><i>Teacher Guides Students needing support: We analyze an actual event; list choices the person made, infer what trait(s) that showed and what the person learned. Then independently revisit the story and complete list for a different character in that story.</i></p> <p>INDEPENDENT Advanced: <i>Options:</i> > Write a reflection that the central character might have written—what I learned. > Write the next part of the story, showing that the character learned an important lesson. > Act out an important part of the story.</p> <p>Class Synthesis: <i>Whole class dialogue:</i> How does a writer help you understand a character in a story?</p>
Event	How I feel									
Home Learning Activity: Draw a character from TV who has positive traits. Show the traits in your picture.	Home Learning Activity: Write a journal of the character at the part of the story you think is important.	Home Learning Activity: Make a two part picture—show how the character changed.	Home Learning Activity: Write a letter to the writer of the story. Tell how the writer helped you understand the story.	Home Learning Activity: Watch TV and then write about the story. Tell who changed, why and how.						

FLUENCY DEVELOPMENT PLAN

This Week's **Focus:** Increased __expression __rate __comprehension __diction

This week's Read-Aloud:

Preview, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<i>Objective:</i>	<i>Objective:</i>	<i>Objective:</i>	Objective: Improve Competence	Objective: Independent Competence
I DO Model	I DO	I DO	Students will...	I DO Guides students needing support—guided practice
We do:	We do:	We do:	I DO clarify based on how they respond to the assessment.	ADVANCED Students who “meet” move to “exceed”—
YOU DO	YOU DO	YOU DO	ADVANCED:	Synthesis:
Independently:	Independently:	Independently:		

PHONICS DEVELOPMENT PLAN

Phonics Focus: _____

Preview, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
I DO Model	I DO	I DO	Students will...	I DO Guides students needing support—guided practice
We do:	We do:	We do:	I DO clarify based on how they respond to the assessment.	ADVANCED Students who “meet” move to “exceed”—
YOU DO	YOU DO	YOU DO	ADVANCED:	Synthesis:
Independently:	Independently:	Independently:		

SIGHT WORD/PHRASE DEVELOPMENT PLAN

Sight Words/Phrases:

Preview, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
I DO Model	I DO	I DO	Students will...	I DO Guides students needing support—guided practice
We do:	We do:	We do:	I DO clarify based on how they respond to the assessment.	ADVANCED Students who “meet” move to “exceed”—
YOU DO	YOU DO	YOU DO	ADVANCED:	Synthesis:
Independently:	Independently:	Independently:		

Writing Lesson/LEARNING Plan with Integrated Grammar/Conventions

INTEGRATE WRITING DEVELOPMENT INTO CORE SUBJECTS

This Week's Writing **Focus:** _____

This Week's writing **Format:** _____

Preview, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<i>Objective:</i>	<i>Objective:</i>	<i>Objective:</i>	Objective: Improve Competence	Objective: Independent Competence
I DO	I DO	I DO	Students will...	I DO Guides students needing support—guided practice
We do:	We do:	We Do:	I DO clarify based on how they respond to the assessment.	ADVANCED Students who “meet” move to “exceed”—
YOU DO Collaboratively	YOU DO Collaboratively	YOU DO Collaboratively	ADVANCED:	Synthesis:
Independently: List what you've learned.	Independently: Improve an example	Independently: Improve this week's writing.		

GRAMMAR/USAGE (integrate with reading/writing)

<i>Objective:</i>	<i>Objective:</i>	<i>Objective:</i>	Objective: Improve Competence	Objective: Independent Competence
I DO	I DO	I DO	Students will...	I DO Guides students needing support—guided practice
We do:	We do:	We Do:	I DO clarify based on how they respond to the assessment.	ADVANCED Students who “meet” move to “exceed”—
YOU DO Collaboratively	YOU DO Collaboratively	YOU DO Collaboratively	ADVANCED:	Synthesis:
Independently: List what you've learned.	Independently: Improve an example	Independently: Improve this week's writing.		

SCIENCE LESSON/LEARNING PLAN Week of _____ **Topic:** _____

FOCUS/INQUIRY QUESTION _____

CONTENT STANDARD: _____

ACADEMIC VOCABULARY (CCSSR4) _____

NGSS Cross-Cutting Concept: __cause-effect; __structure and function; __systems; __stability and change; __patterns __

NGSS Science Practice: __investigate __analyze/interpret data __collect, communicate information __

This week's **DEMONSTRATION, VIDEO OR EXPERIMENT:** _____

This week's **READING:** _____

Reading: Standards: __Read closely, answer questions with **EVIDENCE** (CCSSR1); __Summarize; identify central idea, related ideas (CCSSR2);
__Integrate information, ideas from different sources (CCSSR7); __evaluate claims (CCSSR8); __

Writing: __explain (2); __narrate (3); __analyze an argument (8); (1); research (7); __

PREVIEW, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<i>FOCUS:</i>	<i>FOCUS:</i>	<i>FOCUS:</i>	Objective: Improve Competence	Objective: Independent Competence
<i>I DO—I demonstrate how to</i>	<i>I DO—I demonstrate how to</i>	<i>I DO—I demonstrate how to</i>	FORMATIVE ASSESSMENT YOU DO independently— complete the assessment in 10-15 minutes.	T: I DO I Guide students needing support—to help them I will
<i>WE DO</i> <i>I guide students to</i>	<i>WE DO</i> <i>I guide students to</i>	<i>WE DO—</i> <i>I guide students to</i>	<i>I DO</i> I observe while students are working and guide if needed.	You Do: ADVANCED students: Students who “meet” move to “exceed”
<i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i>	<i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i>	<i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i>	End of class—check for shared understanding—	CLASS SYNTHESIS
<i>Independently--assessment</i> <i>To show what they know/can do, each student does this</i>	<i>Independently--assessment</i> <i>To show what they know/can do, each student does this</i>	<i>Independently--assessment</i> <i>To show what they know/can do, each student does this</i>		
<i>Home Learning Activity:</i>	<i>Home Learning Activity:</i>	<i>Home Learning Activity:</i>	Home Learning Activity:	Home Learning Activity:

SCIENCE LESSON/LEARNING PLAN Week of _____ **Topic:** _____

FOCUS/INQUIRY QUESTION _____

CONTENT STANDARD: _____

ACADEMIC VOCABULARY (CCSSR4) _____

NGSS Cross-Cutting Concept: __cause-effect; __structure and function; __systems; __stability and change; __patterns __ _____

NGSS Science Practice: __investigate __analyze/interpret data __collect, communicate information __ _____

This week's **DEMONSTRATION, VIDEO OR EXPERIMENT:** _____

This week's **READING:** _____

Reading: Standards: __Read closely, answer questions with **EVIDENCE** (CCSSR1); __Summarize; identify central idea, related ideas (CCSSR2);
__Integrate information, ideas from different sources (CCSSR7); __evaluate claims (CCSSR8); __ _____

Writing: __explain (2); __narrate (3); __analyze an argument (8); (1); research (7); __ _____

<i>Preview, Model, Interest</i>	<i>Model and Guide</i>	<i>Go Deeper</i>	<i>Assess and Clarify</i>	<i>Fix and Finish UP</i>
Objective:	Objective:	Objective:	Objective: Improve Competence	Objective: Independent Competence
<p>I do: Preview, ask FOCUS QUESTION or INQUIRY PROMPT; Show video or demonstrate science task.</p> <p>We do: Analyze the demonstration or video—teacher will guide students to</p> <p>You do: Collaboratively Students will</p> <p>Independently Each student will</p> <p>√ Check for understanding __pair/compare __learning report __glossary</p>	<p>I do: Demonstrate and think aloud how to</p> <p>We do: Teacher will guide students to</p> <p>You do: Collaboratively Students will</p> <p>Independently Each student will</p> <p>√ Check for understanding __pair/compare __learning report __glossary</p>	<p>I do: Demonstrate and think aloud how to</p> <p>We do: Teacher will guide students to</p> <p>You do: Collaboratively Students will</p> <p>Independently Each student will</p> <p>√ Check for understanding __pair/compare __learning report __glossary</p>	<p>YOU DO: Formative Assessment—students will __answer FOCUS question __complete constructed response with new document</p> <p>√ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress.</p> <p>Students who need support will ...</p> <p>Students who “meet” will collaboratively... __outline booklet or display __make up, exchange HOT questions</p>	<p>Students needing support will ...</p> <p>Students who “meet” will advance-- __construct exhibit __write children’s book</p> <p>Synthesis: Groups or class responds in writing or display: > What idea(s) did we learn about science this week? > What strategies did we learn to LEARN science?</p>
Homework	Homework	Homework	Homework	Homework

Social Science Lesson/Learning Plan Topic: _____

FOCUS QUESTION: _____

ACADEMIC VOCABULARY (CCSSRI4) _____

SOURCES: _____

Common Core standards emphasized: Answer questions with **EVIDENCE** CCSSR1; **Use structure of text to identify ideas, locate information** CCSSR5; **Integrate** ideas and information from **different sources** (CCSSR7) then write to **respond to focus question** (CCSSW7) Analyze argument (CCSSR8)

PREVIEW, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
FOCUS:	FOCUS:	FOCUS:	Objective: Improve Competence	Objective: Independent Competence
<i>I DO—I demonstrate how to</i> <i>WE DO</i> <i>I guide students to</i> <i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i> Independently--assessment <i>To show what they know/can do, each student does this</i>	<i>I DO—I demonstrate how to</i> <i>WE DO</i> <i>I guide students to</i> <i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i> Independently--assessment <i>To show what they know/can do, each student does this</i>	<i>I DO—I demonstrate how to</i> <i>WE DO—</i> <i>I guide students to</i> <i>YOU DO</i> Collaboratively <i>Students work in pairs or groups to</i> Independently--assessment <i>To show what they know/can do, each student does this</i>	<p>FORMATIVE ASSESSMENT YOU DO independently— complete the assessment in 10-15 minutes.</p> <p><i>I DO</i> I observe while students are working and guide if needed.</p> <p>End of class—check for shared understanding—</p>	<p>T: I DO I Guide students needing support—to help them I will</p> <p>You Do: ADVANCED students: Students who “meet” move to “exceed”</p> <p>CLASS SYNTHESIS</p>
Home Learning Activity:	Home Learning Activity:	Home Learning Activity:	Home Learning Activity:	Home Learning Activity:

Social Science Lesson/Learning Plan Topic: _____

FOCUS QUESTION: _____

ACADEMIC VOCABULARY (CCSSRI4) _____

SOURCES: _____

Common Core standards emphasized: Answer questions with **EVIDENCE** CCSSR1; **Use structure of text to identify ideas, locate information** CCSSR5; **Integrate** ideas and information from **different sources** (CCSSR7) then write to **respond to focus question** (CCSSW7) Analyze argument (CCSSR8)

PREVIEW, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
Objective:	Objective:	Objective:	Objective: Improve Competence	Objective: Independent Competence
<p><i>I DO</i> > Introduce Focus Question</p> <p><i>WE DO:</i> __preview text __apply strategy to locate relevant information</p> <p><i>YOU DO Collaboratively</i> __Locate, list important information __start glossary of this week's words</p> <p><i>Independently</i> __start glossary __write learning summary</p>	<p><i>I DO</i> Model how to _____</p> <p><i>WE DO:</i> __Apply the strategy. __use structure of text to locate relevant information</p> <p><i>YOU DO Collaboratively:</i> Read more to learn more __read with partner to locate information to support ideas __illustrate page(s) __Use structure of the text to make the outline that the author may have followed</p> <p><i>Independently:</i> __write learning summary __continue glossary</p>	<p><i>I DO</i> Use graphic organizer to show how to organize ideas and information about a topic.</p> <p><i>WE DO:</i> Students provide examples for the graphic organizer</p> <p><i>YOU DO Collaboratively:</i> __complete graphic organizer __write explanation based on graphic organizer</p> <p><i>Independently:</i> __learning summary __complete glossary</p>	<p>Formative assessment YOU DO independently __write their answer to the focus question, citing evidence __Complete constructed response</p> <p><i>I DO</i> --clarify based on assessment. __Students demonstrate how they completed the assessment __Outline a booklet about the topic—write the booklet on Friday</p> <p><i>Independently:</i> __use glossary to write __Pair/Compare</p>	<p>I DO/WE DO Guide students needing support— __make outline with students they then follow to write about the topic __use graphic organizer to clarify ideas and relevant information</p> <p>You Do: ADVANCED Students who “meet” move to “exceed” __write booklet about topic __make display about the topic __make presentation __dramatize event</p> <p>CLASS SYNTHESIS: What did we learn about reading to learn? What ideas did we learn?</p>
Home Learning Activity: Write with words from the glossary.	Home Learning Activity: List important ideas and information you learned.	Home Learning Activity: Summarize what you're learned this week so far.	Home Learning Activity: Make up questions about this week's learning—to give to other students tomorrow.	Home Learning Activity: Explain what you're learned this week to your family.

LESSON/LEARNING PLANNER FOR ART/MUSIC Week of _____

Topic/Theme

The same focus applies to all grades; the complexity of the activities and resources increases in rigor from grade to grade.

<p><i>Standards of Art/Music</i></p>	<p>CHOOSE THE COMMON CORE LITERACY STANDARD TO EMPHASIZE</p> <ol style="list-style-type: none"> 1. Read carefully, then make inferences with evidence. 2. Determine central ideas or themes and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why parts of a composition or artwork “fit together” 4. Interpret words and phrases as they are used in a song... and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts/artworks/compositions, including how specific parts of the text (artwork/composition) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text/artwork/music 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 9. Analyze how two or more texts/songs/artworks address similar themes ...in order to compare the approaches the authors take. <p><i>X Writing: Student writing/drawing will align with CCSSW2—explanatory writing.</i></p>
--------------------------------------	---

Grades K-2 Activity	Grades 3-5 Grade Activity	Grades 6-8 Activity
Objective:	Objective:	Objective:
Teacher Models:	Teacher Models:	Teacher Models:
Students Do:	Students Do:	Students Do:
Assessment: Analyze student responses	Assessment: Analyze student responses—emphasize concise reporting of learning progress.	Assessment: Analyze student responses—emphasize concise reporting of learning progress.

LESSON/LEARNING PLANNER FOR PHYSICAL EDUCATION

Weeks of _____ to _____

CHOOSE THE SEL/LEARNING COMPETENCIES TO EMPHASIZE:

___ following directions ___ teamwork/collaboration ___ persistence ___ self-monitoring ___

Week of	Primary Grade Activity	Intermediate Grade Activity	Upper Grade Activity
	FOCUS: Teacher Models: Students Do:	FOCUS: Teacher Models: Students Do:	FOCUS: Teacher Models: Students Do:
	FOCUS: Teacher Models: Students Do:	FOCUS: Teacher Models: Students Do:	FOCUS: Teacher Models: Students Do:
	FOCUS: Teacher Models: Students Do:	FOCUS: Teacher Models: Students Do:	FOCUS: Teacher Models: Students Do:
	FOCUS: Teacher Models: Students Do:	FOCUS: Teacher Models: Students Do:	FOCUS: Teacher Models: Students Do: