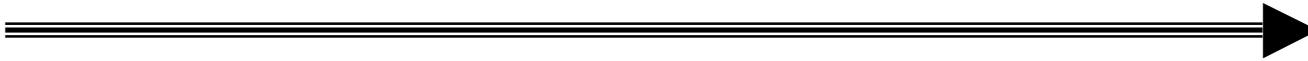


Strategic Lesson/Learning Plans: FINKL ACADEMY

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

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
<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:

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>Independently--assessment <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>Independently--assessment <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>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. 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
<p><i>I DO—I demonstrate how to</i></p> <p>WE DO <i>I guide students to</i></p> <p>YOU DO 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>WE DO <i>I guide students to</i></p> <p>YOU DO 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>WE DO— <i>I guide students to</i></p> <p>YOU DO 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>
<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
<p><i>I do: Model the strategy/skill</i></p> <p><i>We do—teacher guides class then small groups</i></p> <p><i>You do Collaboratively work on applying the skill/strategy</i></p> <p><i>Independently Independent work is used to assess status.</i></p>	<p><i>I do: Model the strategy/skill</i></p> <p><i>We do—teacher guides class then small groups</i></p> <p><i>You do Collaboratively work on applying the skill/strategy</i></p> <p><i>Independently Independent work is used to assess status.</i></p>	<p><i>I do: Model the strategy/skill</i></p> <p><i>We do—teacher guides class then small groups</i></p> <p><i>You do Collaboratively work on applying the skill/strategy</i></p> <p><i>Independently Independent work is used to assess status.</i></p>	<p><i>You do—assessment— independent application of skill/strategy.</i></p> <p><i>I do—clarify and expand based on formative assessment.</i></p> <p><i>You do— collaboratively</i></p> <p><i>Students work with partner to compare responses to assessment.</i></p> <p><i>Teacher provides individual support based on assessment.</i></p>	<p><i>Teacher guides students needing support</i></p> <p><i>Challenge for students who “meet” to exceed.</i></p> <p>Class Synthesis: <i>What did you like about the activities we did to learn more math this week?</i></p> <p><i>What have we learned about math? (Option—students co-construct “anchor” chart.</i></p>

√ **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>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>		
Independently--assessment <i>To show what they know/can do, each student does this</i>	Independently--assessment <i>To show what they know/can do, each student does this</i>	Independently--assessment <i>To show what they know/can do, each student does this</i>	End of class—check for shared understanding—	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
<p><i>I do: Model the skill/strategy with common text.</i></p> <p>We do—guided groups apply skill/strategy with leveled texts</p> <p>You do 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.</p> <p>Independently Independent work is used to assess status.</p>	<p><i>I do: Model the skill/strategy with common text.</i></p> <p>We do—guided groups apply skill/strategy with leveled texts</p> <p>You do 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.</p> <p>Independently Independent work is used to assess status.</p>	<p><i>I do: Model the skill/strategy with common text.</i></p> <p>We do—guided groups apply skill/strategy with leveled texts</p> <p>You do 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.</p> <p>Independently Independent work is used to assess status.</p>	<p>You do—assessment—independent application of skill/strategy.</p> <p>I do—clarify and expand based on formative assessment.</p> <p>You do—collaboratively Students work with partner to compare responses to assessment and share ideas about the reading.</p> <p>Teacher provides individual support based on assessment.</p>	<p>Teacher guides students needing support</p> <p>Challenge for students who “meet” to exceed.</p> <p>Class Synthesis: <i>What did you like about this week's reading?</i></p> <p><i>What have we learned about reading?</i></p>

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" style="margin-left: 20px;"> <thead> <tr> <th>Event</th> <th>How I feel</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </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:</i> 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.</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>
<i>Objective:</i>	<i>Objective:</i>	<i>Objective:</i>	Objective: Improve Competence	Objective: Independent Competence
I do: Preview, ask FOCUS QUESTION or INQUIRY PROMPT; Show video or demonstrate science task. We do: Analyze the demonstration or video—teacher will guide students to _____ You do: Collaboratively Students will _____ Independently Each student will _____ ✓ Check for understanding __ pair/compare __ learning report __ glossary	I do: Demonstrate and think aloud how to _____ We do: Teacher will guide students to _____ You do: Collaboratively Students will _____ Independently Each student will _____ ✓ Check for understanding __ pair/compare __ learning report __ glossary	I do: Demonstrate and think aloud how to _____ We do: Teacher will guide students to _____ You do: Collaboratively Students will _____ Independently Each student will _____ ✓ Check for understanding __ pair/compare __ learning report __ glossary	YOU DO: Formative Assessment—students will __ answer FOCUS question __ complete constructed response with new document _____ ✓ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress. Students who need support will ... _____ Students who “meet” will collaboratively... __ outline booklet or display __ make up, exchange HOT questions _____	Students needing support will ... _____ Students who “meet” will advance-- __ construct exhibit __ write children’s book _____ 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?
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
<p><i>I DO—I demonstrate how to</i></p> <p>WE DO <i>I guide students to</i></p> <p>YOU DO 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>WE DO <i>I guide students to</i></p> <p>YOU DO 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>WE DO— <i>I guide students to</i></p> <p>YOU DO 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:

Social Science Lesson/Learning Plan Topic: _____

FOCUS QUESTION: _____

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SOURCES: _____

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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: <i>Write with words from the glossary.</i>	Home Learning Activity: <i>List important ideas and information you learned.</i>	Home Learning Activity: <i>Summarize what you're learned this week so far.</i>	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 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:
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