

THE LESSON PLAN

SEQUENCE AND STRUCTURE FOR LESSON PLANS BASED ON A WEEK-LONG FOCUS ON IMPORTANT CONTENT AND SKILLS

Teaching is an art and a science.

*Here is part of the science: sequencing to support
development.*

The Teaching/Learning Path



| | | | | |
|---------------------------------------|----------------------------|---------------------------------|-------------------------------|--|
| Preview Model Interest | Model and GUIDE | GUIDE and go farther | ASSESS and CLARIFY | Fix Go Deeper Finish well |
|---------------------------------------|----------------------------|---------------------------------|-------------------------------|--|

This sequence can structure a learning week.

| | | | | |
|---|---|--|---|--|
| <i>Monday</i> Preview Model Interest | <i>Tuesday</i> Model and GUIDE | <i>Wednesday</i> GUIDE and go farther | <i>Thursday</i> ASSESS and Clarify | <i>Friday</i> Fix Go Deeper Finish well |
|---|---|--|---|--|

Give students opportunities to learn more.

Organize activities that take students from introduction through independence.

| <i>Monday Preview Model Interest</i> | <i>Tuesday Model and GUIDE</i> | <i>Wednesday GUIDE and go farther</i> | <i>Thursday ASSESS and Clarify</i> | <i>Friday Fix Go Deeper Finish well</i> |
|---|---|--|---|---|
| <i>Teacher models “how to”.</i> <i>Teacher gives examples.</i> <i>Students give examples.</i> | <i>Teacher models.</i> <i>Students do.</i> <i>Teacher guides.</i> | <i>Teacher guides.</i> <i>Students do.</i> | <i>Students demonstrate independence.</i> <i>Teacher checks and clarifies.</i> | <i>Students who “meet” work independently to exceed.</i> <i>Teacher coaches students who need support.</i> |

- ☐ Students participate actively; teacher assesses informally Monday-Wednesday.
- ☐ Thursday, teacher assesses student level of independence.
- ☐ Friday, teacher coaches students needing more support while students who have mastered the skill or content work independently to go deeper.

Reading Example: I can infer character traits and relate them to actions.

| <i>Monday Preview Model Interest</i> | <i>Tuesday Model and GUIDE</i> | <i>Wednesday GUIDE and go farther</i> | <i>Thursday ASSESS and Clarify</i> | <i>Friday Fix Go Deeper Finish well</i> |
|---|--|---|--|--|
| <i>T: Read passage aloud.</i> <i>S: Draw person, give picture to another student.</i> <i>S: Infer who is pictured and tell a trait the picture shows.</i> | <i>T: Tells how traits relate to actions—with examples.</i> <i>S: Read passage, choose person, list traits and evidence— what action shows trait.</i> | <i>T: Explain that motive is a reason— relates to traits—with example from real life.</i> <i>S: Read more, make chart: Persons Traits Actions Motives.</i> | <i>S: Read new part of passage or another passage.</i> <i>S: Make chart: Person Traits Actions Motives.</i> | <i>S: Write a story. Include character and actions. Give to another student. Ask that student to infer traits and motive.</i> <i>Students needing assistance: revisit the passage, use graphic organizer to show what person did and what traits that showed.</i> |

Vocabulary Example

This week's vocabulary focus: _____

| <i>Monday</i> Preview Model Interest | <i>Tuesday</i> Model and GUIDE | <i>Wednesday</i> GUIDE and go farther | <i>Thursday</i> ASSESS and Clarify | <i>Friday</i> Fix Go Deeper Finish well | | | | |
|---|---|--|--|--|---------|--|--|-------------------------|
| Set up word display to expand and use each day. | Add examples and illustrations to word display. | Add examples and illustrations to word display. | Independent Assessment: Make a word chart: <table><tr><td>Word</td><td>Picture</td></tr><tr><td></td><td></td></tr></table> | Word | Picture | | | Make Your Own Glossary. |
| Word | Picture | | | | | | | |
| | | | | | | | | |

Math Example

This week's math focus: _____

| Monday Preview Model Interest | Tuesday Model and GUIDE | Wednesday GUIDE and go farther | Thursday ASSESS and Clarify | Friday Fix Go Deeper Finish well |
|--|---|---|---|---|
| Introduce Terms and Demonstrate <ul style="list-style-type: none"> Patterns Strategies | Re-model the math Guide problem solving ✓ Students work in pairs/groups | Guide Students work in pairs/groups. | INDEPENDENT ASSESSMENT Assess and clarify as students use the week's math independently. Solve Problem Explain how | Students who master the math either: Coach students needing guidance Or Make their own math guides with examples. Teacher coaches students needing support. |

Writing Example:

This week's writing focus: I can organize and write an essay.

| Monday Preview Model Interest | Tuesday Model and GUIDE | Wednesday GUIDE and go farther | Thursday ASSESS and Clarify | Friday Fix Go Deeper Finish well |
|---|--|---|--|--|
| T: Model how to outline S: Outline Essay about _____ | T: Model introductory paragraph. S: Write introductory paragraph. | T: Review criteria for focus and support. S: Draft paragraphs. | T: Model concluding paragraph. S: Write concluding paragraph. Check your essay with another student. List ways to improve it. | S: Edit and improve essay Contribute to class guide—how to write a good essay. |

Social Studies Example:

This week's focus: What are character traits and actions of leaders?

| Monday Preview Model Interest | Tuesday Model and GUIDE | Wednesday GUIDE and go farther | Thursday ASSESS and Clarify | Friday Fix Go Deeper Finish well |
|--|--|---|--|---|
| T: Preview, Who is a leader you know? What are that person's traits? S: Students list Leader and traits. S: Start glossary--draw picture to show word meaning. | T: Read about a leader—ask students to infer traits based on actions. S: Read more and tell more about leader and traits. | T: Make diagram: Leader-traits-actions S: Make diagrams of leaders and traits based on reading | S: write about a leader—tell important traits and actions and why the leader is important. | S: summarize what you learned this week. PLUS Write about yourself in the future. Tell about your traits and actions. |

It all fits together. Example of a Self-Contained Lesson Plan.

| | Monday Preview Model Interest | Tuesday Model and GUIDE | Wednesday GUIDE and go farther | Thursday ASSESS and Clarify | Friday Fix Go Deeper Finish well |
|--|---|---|---|--|--|
| R E A D I N G | T: Read passage aloud. Model skill. S: Use the skill, guided by teacher—the same part of the passage or another part. | T: Model and guide—how to _____. S: Read with a partner or group—use the skill with this week's passage. | T: Ask students: how do you _____ S: Work with a partner to use the skill with another part of the same passage. | T: Set up open-ended question(s) to check status. S: Independently use the skill with an unfamiliar passage or part of the passage. | S: Write your own—add a part to the passage. Give it to another student to read. Answer open-ended questions. <i>Students needing assistance: revisit the passage with coaching.</i> |
| W O R D S | Set up word display to expand and use each day. | Add examples and illustrations to word display. | Add examples and illustrations to word display. | Make a word chart: Word Picture _____ _____ _____ _____ | Make Your Own Glossary. |
| W R I T I N G | T: Model how to write a _____ S: List what they will include in their own _____ | T: Model how to write _____. S: Write it and exchange with other students to see what they wrote | T: Review criteria for a good _____ S: Improve the _____ | S: Edit and improve each other's _____ _____ _____ | S: Contribute to class guide—how to write a good _____ _____ |
| C O N T E N T | T: Preview, Pose a big question, Demonstrate reading about a topic. S: Students list information. Start glossary--draw picture to show word meaning. | T: Read further Demonstrate how to find IMPORTANT information. S: Read more and locate and classify information. | T: make a graphic organizer to show how to organize information to support an idea or topic S: Make graphic organizers and write captions. | Students write in response to a BIG question Or Take a quiz and then work with another student to improve responses. | S: summarize what you learned this week. Advanced students make their own guide to the topic. |
| M A T H | Introduce Terms and demonstrate • Patterns • Strategies | Re-model the math Guide problem solving ✓ Students work in pairs/groups | Guide Students work in pairs/groups. | Assess and clarify as students use the week's math independently. Solve Problem Explain how | Make math guides with examples. Teacher coaches students needing support. |

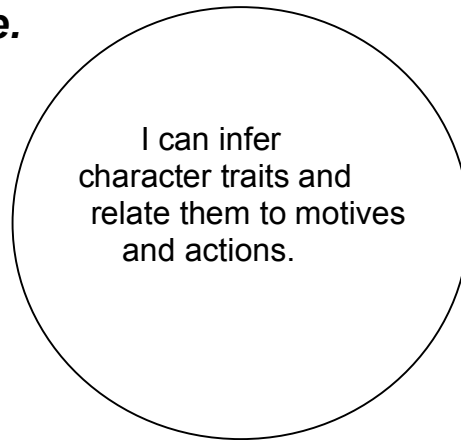
Example of a Third Grade Week 1 Self-Contained Lesson Plan.

| | FOCUS | Monday Preview Model Interest | Tuesday Model and GUIDE | Wednesday GUIDE and go farther | Thursday ASSESS and Clarify | Friday Fix Go Deeper Finish well |
|---------------------------------|--|--|---|--|---|--|
| R E A D I N G | Character trait, motive | T: Read passage aloud. S: draw person, give picture to another student. S: infer who is pictured and tell a trait the picture shows | T: Tells how traits relate to actions—with examples. S: Read passage, choose person, list traits and evidence—what action shows trait. | T: Explain that motive is a reason—relates to traits—with example from real life. S: Read more, make chart: persons Traits Actions Motives. | S: read new part of passage or another passage. S: make chart: Person Traits action motive | S: Write a story. Include character and actions. <i>Students needing assistance: revisit the passage, use graphic organizer to show what person did traits.</i> |
| W O R D S | Nouns and adjectives about traits | Set up word display to expand and use each day. Character Trait words. | Add examples and illustrations to word display. | Add examples and illustrations to word display. | Make a word chart: Word Picture _____ _____ _____ _____ | Make Your Own Glossary. |
| W R I T I N G | Write a focused paragraph | T: Model how to organize a paragraph S: list what to put in a paragraph about a person with good character traits. | T model how to write a paragraph S: Write a paragraph about the person. | T: Review criteria for focus and support in a paragraph. S: add adjectives and examples--revise paragraph | Edit another student's paragraph. Then students revise their paragraphs. | S: Write a paragraph about paragraphs! Contribute to class guide—how to write a good paragraph. |
| C O N T E N T | Social Studies: How has Chicago changed? | T: Preview—Ask: How has Chicago changed? Read aloud about Chicago in the past. S: List changes. Start glossary—draw picture to show word meaning. | T: Read about changes in Chicago. S: Read more and make chart: past and present work in Chicago. | T: Make Chart: Changes in Chicago Homes, Streets, Jobs S: Draw and label items for chart. | S: Write paragraph about one important change in Chicago. Tell why it is important. Exchange paragraphs and illustrate each other's. | S: Summarize what you learned this week. Make a Chicago Change booklet. |
| M A T H | Insert math focus | Introduce Terms and demonstrate • Patterns • Strategies | Re-model the math Guide problem solving ✓ Students work in pairs/groups | Guide Students work in pairs/groups. | Assess and clarify as students use the week's math independently. Solve Problem Explain how | Make math guides with examples. Teacher coaches students needing support. |

This sequence supports a layered curriculum approach:

- ✓ Set an essential learning outcome for all students.
- ✓ Provide opportunities for all students to learn even more.

Focus on the core.



**Give students opportunities to learn more
—by going deeper.**

Open-ended activities give students opportunities to go farther.

| Teach Explicitly | Teach and Assess Diversely <i>Assessment if done independently</i> |
|--|--|
| Word Knowledge T: Display words and pictures by patterns and topic | <input type="checkbox"/> Draw pictures to show what words mean. <input type="checkbox"/> Match words/pictures pictures/words. <input type="checkbox"/> Chart word patterns. <input type="checkbox"/> Make alphabet chart or book. <input type="checkbox"/> Write sentence with word. <input type="checkbox"/> Choose word to complete sentence. <input type="checkbox"/> Make/complete grammar chart rule and example. |
| Comprehension and Fluency DRTA: T: Preview S: Predict; read; check prediction PQROST: T: Preview; ask BIG question S: Read, organize, show, tell Reading Transfer: T: Read to, read with students S: Re-read to find out more. | <input type="checkbox"/> Draw pictures of: characters, setting, event. <input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. <input type="checkbox"/> Answer multiple choice question; explain your choice. <input type="checkbox"/> Write or match sentences that describe or explain _____. <input type="checkbox"/> Infer characteristics, motives, prior actions, next action. <input type="checkbox"/> Summarize. <input type="checkbox"/> Identify the main idea, give examples. <input type="checkbox"/> Dramatize the story or history <input type="checkbox"/> Write the next part. <input type="checkbox"/> Write note to or from someone who “was there”. |
| Strategic Reading T: Think out loud—explain the strategies you use as you read | <input type="checkbox"/> Think out loud. <input type="checkbox"/> List what’s important <input type="checkbox"/> Ask yourself questions as you read <input type="checkbox"/> Apply the same strategy to different sections or texts. <input type="checkbox"/> Draw what you read |
| Math T: Demonstrate math T: Post vocabulary and example/picture | <input type="checkbox"/> Draw the problem and solution <input type="checkbox"/> Act out the problem and solution <input type="checkbox"/> Write math—examples, explanations, “Math Path”. <input type="checkbox"/> Make up math problems. <input type="checkbox"/> Make math glossary. <input type="checkbox"/> Write a math guide |
| Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas | <input type="checkbox"/> List important words, add pictures. <input type="checkbox"/> List information about one category. <input type="checkbox"/> Draw pictures that show facts about this topic. <input type="checkbox"/> Complete graphic organizers. <input type="checkbox"/> Give facts that support an idea. <input type="checkbox"/> Identify or choose an idea that facts support. <input type="checkbox"/> Write and/or draw about a topic. |
| Writing T: Do a “write aloud” ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time. | <input type="checkbox"/> Work on one kind of writing at a time. <input type="checkbox"/> Focus on one criterion for good writing at a time. <input type="checkbox"/> Edit writing for that one focus. <input type="checkbox"/> Illustrate your own writing. <input type="checkbox"/> Make punctuation posters |