

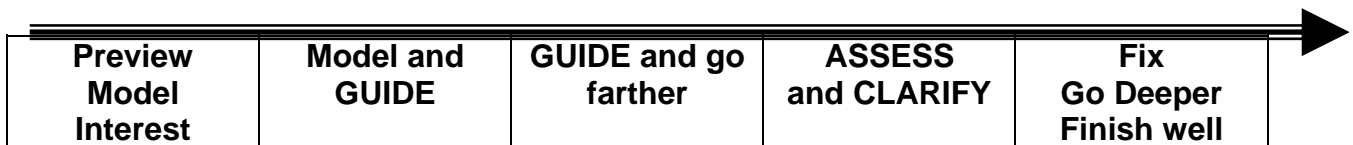
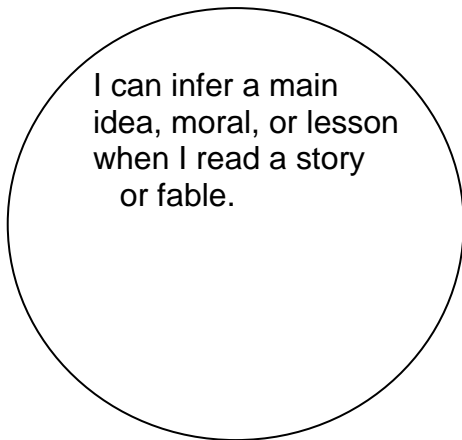
Organize the Week from model and guide to independence

Use a layered curriculum approach:

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

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

The Teaching/Learning Path



This sequence can structure a learning week.

Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix Go Deeper Finish well
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Give students opportunities to learn more.

Organize activities that take students from introduction through independence.

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

EXAMPLE

THIS WEEK'S FOCUS	<i>Monday: Make It Clear.</i>	<i>Tuesday: Take it, use It.</i>	<i>Wednesday: Work with It.</i>	<i>Thursday: Think It Through.</i>	<i>Friday: Fix and Finish.</i>
Vocabulary/ Word Knowledge Context clues, multiple meanings	T: model how to use context to tell meaning S: infer meaning of words in context. Check answer with partner.	T: List multi-meaning words; model how to write sentence to make meaning clear. S: Write sentences that make meaning clear.	T: Add multi-meaning words to list S: Write sentences that make meaning clear.	S: Read unfamiliar text and infer meaning of word from context. T: Check answers and discuss how to prove the correct ones (read sentence to make sense).	S: Make guide to figuring out word in context. Use examples from this week.
Reading Comprehension How do you infer the lesson of a story? This week's reading: <u>Basal story</u>	T: Read paragraph, model how to infer what a writer is telling you. S: Predict what kind of lesson the story will teach.	T Re-Model how to figure out why a writer includes events and characters. S: Draw a conclusion about the message of the story so far.	T: Start to chart the story with students. Choose one character—why does the writer include it to help tell a lesson. S: Continue to chart—characters and events—how do they help teach a lesson?	S: List what the lesson is of the story and how the writer makes that idea clear. T model/S do: Write a paragraph about the story's lesson.	T: Give students a moral or lesson to support. S: Make up a story or cartoon that supports that lesson or moral.
Fluency Activities This week's read-aloud: Poem	T: Model reading with expression S: Re-read same reading with expression.	T: Model reading with expression S: Choral Read same selection.	T: Model reading with appropriate rate S: Partner read with rate and expression	S: Model how to read with rate and expression S: Partner read with rate and expression	S: Explain what we learned about fluency this week; Read aloud to kindergarten class.
Writing Sentence structure	T: Model how to write a sentence with adjectives. S: Write sentences with adjectives.	T: Model how to write a sentence with commas. S: Write sentences with commas.	T: Model how to write a paragraph with sentences with adjectives. S: Write paragraph.	S: Correct paragraph for punctuation. Add adjectives to paragraph. T: Clarify as needed.	S: Make a page in a grammar book: how to write with adjectives and commas.
Content This week's focus: Social Studies Branches of Government Skill: Main idea and details	T: Model how to find main idea in paragraphs about government. S: List details to support ideas	T: Model how to find main idea in paragraph about executive branch S: List details to support idea.	T: Model how to make diagram to show government branches. S: Complete diagram with details from reading.	S: Write about government. Write a summary. Explain the branches.	S: Add a glossary and diagram to the summary you wrote.
Math This week's focus: percentage	T: Demonstrate how to calculate percentage with calculator, S: Solve percentage problems.	T: Demonstrate how to compare percentages to fractions. S: Compare percentages and fractions.	T: Demonstrate how to use percentages to make a circle graph. S: Make a circle graph based on information from teacher.	S: Solve percentage problems. Explain how.	Students needing added guidance work with peer coaches. Advanced students make class percentage guide.
Math Vocabulary	percentage proportion	fraction compare	circle graph estimate	problem solution	