Part 3. PLAN PROGRESSIVE LESSONS

Think by the Week

Plan lessons that develop from introduction through independence.

1. **Focus** on Monday
2. **Develop** on Tuesday
3. **Expand** on Wednesday
4. **Assess** on Thursday
5. **Synthesize** and Complete on Friday

*Example of a Progressive Week:* Progressive Poetry Lesson Planner
The following schedule is an example of a way to build any kind of writing into your classroom and is adaptable for all grades and subjects.

It is a developmental progression:

Example—**POETRY WEEK**

Day 1—what’s a poem?
Day 2—what do poems mean?
Days 3-4—I can write a poem.
Day 5—we are poets.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>S: Note important words that give the poem meaning.</td>
<td>Illustrate what the poem says to you.</td>
<td>Plan what your poem will say.</td>
<td>Illustrate your poem.</td>
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<td>List words you will include in it.</td>
<td>Draft it today.</td>
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Teach Developmentally

1. THE CORE AND MORE
Teach by the week: choose one chunk—the CORE—one topic or skill to emphasize. Take it progressively through the week by using formative assessment so students have the opportunity to learn the CORE and MORE.

Monday: Make It Clear
- Introduce the focus.
- Model how to use the skill/strategy of the week.
- Clarify essential terms.
- Assess informally what students already know and can do.
- Adjust the week’s plan based on that assessment.

Tuesday: Take It Farther
- Guide students to use the skill/learn more about the topic.
- Assess informally and adjust instruction to respond.

Wednesday: Work with It
- Students work more independently.
- Assess informally as students work, assist students needing guidance.

Thursday: Think It Through.
- Students respond individually to assessment.
- Teacher checks student responses to identify needs.
- Then students work in pairs or groups on activities to learn more.

Friday: Finish Well

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<thead>
<tr>
<th>Expand</th>
<th>Complete</th>
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<tbody>
<tr>
<td>Students who “meet” work on advanced activities.</td>
<td>Guide students needing assistance to complete the learning progress.</td>
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</tbody>
</table>

2. Guide and Assess Clearly
Systematically use graphic organizers to guide and then to assess student learning. (See the assessment section for resources.)
WEEKLY LESSON PLANNER FOR SELF-CONTAINED CLASSROOM

Set Priorities ➔ Make a Plan ➔ Organize ➔ Act ➔ Check ✓ Make Progress ➔

Learning Activities Week of: __________________ Teacher: __________________

DIVERSE LEARNING OPPORTUNITIES: WG = Whole Group; SG = Small Group; PS = Pair, Share; IS = Independent, then Share; LC = Learning Center

Thinking/Learning Strategy: __________________________________________
(To develop in reading and across the curriculum.)

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<tbody>
<tr>
<td>CORE Reading Guided Comprehension</td>
<td>Insert lesson and pages</td>
<td>Insert lesson and pages</td>
<td>Insert lesson and pages</td>
<td>Insert lesson and pages. How will you assess student progress?</td>
<td>Insert lesson and pages</td>
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<tr>
<td>Fluency Activities</td>
<td>Insert activity from core reader or other source</td>
<td>Insert activity from core reader or other source</td>
<td>Insert activity from core reader or other source</td>
<td>Insert activity from core reader or other source</td>
<td>Insert activity from core reader or other source</td>
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<tr>
<td>Writing</td>
<td>This week’s emphasis:</td>
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<td>Content Topic:</td>
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Lesson Plan  **Example for a third-grade class**

**DIVERSE LEARNING OPPORTUNITIES:** WG = Whole Group; SG = Small Group; PS = Pair, Share; IS = Independent, then Share; LC = Learning Center

**THINKING/LEARNING Strategy:**  **Sequence, Cause-Effect**

<table>
<thead>
<tr>
<th>Vocabulary/Word Knowledge</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday: Think It Through.</th>
<th>Friday: Finish Well</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This Week’s Focus:</strong> <strong>singular and plural nouns</strong></td>
<td>Make It Clear.</td>
<td>Take it Farther</td>
<td>Work with It.</td>
<td>Write sentences with Chicago nouns. (IS)</td>
<td>Explain how to tell if a noun is singular or plural. (IS)</td>
</tr>
<tr>
<td>List nouns about places in Chicago. (WG) Chart them: singular; plural nouns. (SG)</td>
<td>Classify nouns by topic add more based on content (WG; IS)</td>
<td>Add more nouns to the Chicago noun chart. (PS)</td>
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</table>

**BASAL PLUS Core Reading—Guided Comprehension**

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<thead>
<tr>
<th>Strategy</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Insert lesson and pages</strong></td>
<td>Teacher models reading of this week’s inspiring reading with expression. (WG)</td>
<td>Partner reading of this week’s inspiring reading. (PS)</td>
<td>Exchange partners to read this week’s inspiring text. (PS)</td>
<td>Choral reading of this week’s inspiring reading. (WG)</td>
<td>Student partners read, a page of this week’s story with expression. (PS)</td>
</tr>
<tr>
<td><strong>Also take reading inventory</strong></td>
<td>Write sentences about Chicago. Exchange them and read each other’s sentences. Then draw a picture that shows what the sentences say. (IS)</td>
<td>Write sentences about Chicago environment. Write one for each kind: period, question mark, exclamation mark. (PS)</td>
<td>Write sentences about cause and effect of one change in Chicago. (IS)</td>
<td>Make a guide to writing a sentence. (IS)</td>
<td>Write examples of good sentences about Chicago. (IS)</td>
</tr>
</tbody>
</table>

**Writing This week’s emphasis: Writing complete sentences.**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Insert lesson and pages.</strong></td>
<td>Listen to reading about Chicago. Draw picture based on reading. Write sentences about Chicago. (IS)</td>
<td>List parts of the city’s natural environment and built environment you know. Put into two-column chart: built; natural. (SG)</td>
<td>Make a chart about Chicago: plants; animals; things people build to live in; things people build to travel (SG)</td>
<td>Write a paragraph about a part of the Chicago environment. Tell what changes people have made and what effects they have had. (IS)</td>
<td>Make booklet about the Chicago environment. Include a timeline of changes. (IS)</td>
</tr>
</tbody>
</table>

**Content Topic:**  **Chicago Environment**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
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</thead>
</table>
**SEQUENCE THE PROGRESS: Plan for a Progressive Departmentalized Week**

**Topic/Question** __________________________________________________

**Standard and Performance Descriptor:**
*(What will the students know and be able to do better by the end of the week?)*

**Vocabulary**

**What will students read?** ___________________________________________

**DIVERSE LEARNING OPPORTUNITIES:**  
*WG = Whole Group; SG = Small Group; PS = Pair, Share; IS = Independent, then Share; LC = Learning Center*

<table>
<thead>
<tr>
<th>Monday: Make it clear</th>
<th>Tuesday: Take it, use it</th>
<th>Wednesday: Work with it</th>
<th>Thursday: Think it Through</th>
<th>Friday: Finish Fluently</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td><strong>Focus</strong></td>
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<td><em>KWL</em></td>
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<td><em>KWL</em></td>
<td><em>KWL</em></td>
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<tr>
<td><em>Teacher Models</em></td>
<td><em>Teacher Models</em></td>
<td><em>Teacher Models</em></td>
<td><em>Teacher Models</em></td>
<td><em>Teacher Models</em></td>
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<tr>
<td><em>Student explains</em></td>
<td><em>Student explains</em></td>
<td><em>Student explains</em></td>
<td><em>Student explains</em></td>
<td><em>Student explains</em></td>
</tr>
</tbody>
</table>

**Activities**

**Report**

_kWL_ Learning Log  
Think, Pair, Share  
Student explains

Homework

**Activities**

**Report**

_kWL_ Learning Log  
Think, Pair, Share  
Student explains

Homework

**Activities**

**Report**

_kWL_ Learning Log  
Think, Pair, Share  
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Homework

**Activities**

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_kWL_ Learning Log  
Think, Pair, Share  
Student explains

Homework

**Activities**

**Report**

_kWL_ Learning Log  
Think, Pair, Share  
Student explains

Homework
**EXAMPLE SUBJECT: SCIENCE**  
Week of: _____________

**Topic:** How animals adapt to an environment  
**Standard:** understand and explain animal adaptations.  ILS 12B  
**Vocabulary:** adaptation, species, behavior, camouflage, protective coloration  
**What students will read:** Chapter on animal adaptation; trade book on any animal.

| Monday Activities  
| Tuesday Activities  
| Wednesday Activities  
| Thursday Activities  
| Friday Activities  

**Focus**

| Make It Clear.  
| Make It Clear.  
| Work on It.  
| Think It Through.  
| Fix and Finish  

| KWL | Teacher Models  
| KWL | Teacher Models  
| KWL | Teacher Models  
| KWL | Teacher Models  

| Student Demonstrates  
| Student Demonstrates  
| Student Demonstrates  
| Student Demonstrates  

**Activities**

| Skim textbook to find facts about animal adaptation. (PS)  
| Make chart showing how animals adapt to an environment through behavior, coloration, shape, size. (SG)  
| Make up and exchange questions about the chapter. (PS)  
| Take chapter quiz. Locate answers for any items you miss in the text. Then correct the answer and tell why your new answer is correct. (IS)  
| Write a summary of the chapter for students in a younger grade. (SG)  

| Report  
| Report  
| Report  
| Report  
| Report  

| kwL Learning Log  
| kwL Learning Log  
| kwL Learning Log  
| kwL Learning Log  
| kwL Learning Log  

| Think, Pair, Share  
| Think, Pair, Share  
| Think, Pair, Share  
| Think, Pair, Share  
| Think, Pair, Share  

| Student demonstrates  
| Student demonstrates  
| Student demonstrates  
| Student demonstrates  
| Student demonstrates  

| Homework  
| Homework  
| Homework  
| Homework  
| Homework  

| Write a summary of what your chart shows.  
| Homework Make a list of your top ten animal adaptation facts you can use when we take the test on Thursday.  
| Homework Write a note from an animal about how it has adapted to survive.  
| Homework Look for examples of animal adaptation on nature shows on the tv.  

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**PLAN MULTI-WEEK SOCIAL STUDIES OR SCIENCE UNITS**

Chunk the content, develop it clearly, assess frequently, make it visible.
This guide can be used to plan and as a way for students to keep track of their learning.

**Content Standards:**
Reinforced language arts standards: 1A: vocabulary in context; 1B: strategic reading; 5A: read to learn; 3B: write to communicate

**Focus/Big Question**

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<tbody>
<tr>
<td><strong>This week’s topic</strong></td>
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<td>Vocabulary</td>
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<td>Vocabulary</td>
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<td><strong>This week’s Topic</strong></td>
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<tr>
<td>Vocabulary</td>
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</table>

**Unit Assessment—Students answer the “BIG question”**

- Make a presentation
- Write a booklet
- Make a display
- Write and illustrate a guide
- Make up a test—with answers

DIVERSE LEARNING OPPORTUNITIES: WG = Whole Group; SG = Small Group; PS = Pair, Share; IS = Independent, then Share; LC = Learning Center
## Example of a Culture Unit Plan with Museum Field Trip

### Content Standard:
16 A analyze historical development of communities
Reinforced language arts standards:
- 1A: vocabulary in context; 1B: strategic reading;
- 5A: read to learn; 3B: write to communicate

### Focus/Big Question:
How did the culture change? (Applicable to any culture)

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<tbody>
<tr>
<td><strong>The natural environment</strong></td>
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<td><strong>Vocabulary</strong></td>
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<tr>
<td>Environment</td>
<td>Preview unit, start visual glossary. (IS)</td>
<td>Read aloud, students illustrate. (WG)</td>
<td>Students collect information (PS)</td>
<td>Students classify information (IS)</td>
<td>Students use this week’s words to write about topic. (IS)</td>
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<td>Climate</td>
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<td>Resource</td>
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<td><strong>Meeting Needs</strong></td>
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<td><strong>Vocabulary</strong></td>
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<tr>
<td>Choices</td>
<td>Read aloud, students listen and illustrate. (WG)</td>
<td>Students collect information (PS)</td>
<td>Students classify information --chart ways needs are met (SG)</td>
<td>Students make up questions, exchange. (IS)</td>
<td>Students write and illustrate what they learned. (IS)</td>
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<td>Community</td>
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<td>Cooperation</td>
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<td><strong>Values</strong></td>
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<tr>
<td><strong>Vocabulary</strong></td>
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<td>Tradition</td>
<td>Preview museum learning guide; model visual learning. Listen to and illustrate story. (WG)</td>
<td>Museum field trip. Collect information about needs, ways of living. (SG)</td>
<td>Organize information --expand chart. Infer the values of the culture. (SG)</td>
<td>Write about what you learned. (IS)</td>
<td>Illustrate key points. (IS)</td>
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<tr>
<td>Heritage</td>
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<td>Belief</td>
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<td>Value</td>
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<td><strong>Change</strong></td>
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<td><strong>Vocabulary</strong></td>
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<td>Plan class exhibit. (WG)</td>
<td>Construct exhibit. (SG)</td>
<td>Make labels for exhibit. (SG)</td>
<td>Open exhibit, guide visitors (SG)</td>
<td>Turn exhibit into “Big Book” (WC)</td>
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### Unit Assessment:
Write a booklet Make an exhibit

_DIVERSE LEARNING OPPORTUNITIES: WG = Whole Group; SG = Small Group; PS = Pair, Share; IS = Independent, then Share; LC = Learning Center_
SET PRIORITIES ➔ MAKE A PLAN ➔ ORGANIZE ➔ ACT ➔ CHECK ✓ MAKE PROGRESS ➔

LESSON PLANNER FOR ART/COMPUTER/LIBRARY/MUSIC
Subject: ____________________________  Weeks ______ to ________

Topic/BIG Question

Thinking/Learning Strategy:
ILS5A: Locate, collect, Organize, Analyze, Synthesize, Communicate Information and Ideas in response to a Topic, Question, or Issue

<table>
<thead>
<tr>
<th>Week of</th>
<th>This week’s Focus</th>
<th>Primary Grade Activity</th>
<th>Intermediate Grade Activity</th>
<th>Upper Grade Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher Models:</td>
<td>Students Do:</td>
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<td>Teacher Models:</td>
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Week 5: Synthesis—Students combine learning in displays that all students learn more from viewing.