

PLAN A PROGRESSIVE LEARNING WEEK

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:

- 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.

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
T: Read poem aloud S: Note important words that give the poem meaning.	S: Read poem aloud Illustrate what the poem says to you.	S: Choose a topic for your own poem. Plan what your poem will say. List words you will include in it. Draft it today.	S: Expand your poem. Illustrate your poem.	S: Poetry “slam” –read your poem aloud with great expression.

Learning Activities Week of: _____
 Teacher: _____

THINKING/LEARNING strategy to apply across the curriculum:

	Monday Make It Clear.	Tuesday Take it, use It.	Wednesday Work with It.	Thursday: Think It Through.	Friday: Fix and Finish.
Vocabulary/ Word Knowledge					
CORE Reading Guided Comprehension	Insert lesson and pages	Insert lesson and pages	Insert lesson and pages	Insert lesson and pages. How will you assess student progress?	<i>Insert lesson and pages</i>
Fluency Activities	Insert activity from core reader or other source	Insert activity from core reader or other source	Insert activity from core reader or other source	Insert activity from core reader or other source	Insert activity from core reader or other source
Writing This week's emphasis:					
Content Topic:					
Math	Insert lesson topic and pages.	Insert lesson topic and pages.	Insert lesson topic and pages.	Insert lesson topic and pages.	Insert lesson topic and pages
Math Vocabulary					

Lesson Plan Example for a third-grade class

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

What's Important?	<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 <i>This Week's Focus: singular and plural nouns</i>	List nouns about places in Chicago. (WG) Chart them: singular; plural nouns. (SG)	Classify nouns by topic add more based on content (WG; IS)	Add more nouns to the Chicago noun chart. (PS)	Write sentences with Chicago nouns. (IS)	Explain how to tell if a noun is singular or plural. (IS)
CORE Reading— Guided Comprehension	<i>Insert lesson and pages</i> <i>Also take reading inventory</i>	<i>Insert lesson and pages</i> <i>Students make time-line of events in story.</i>	<i>Insert lesson and pages</i> <i>Students make diagram of causes-effects in story.</i>	<i>Insert lesson and pages.</i> <i>How will you assess student progress?</i> > Short answer questions.	<i>Insert lesson and pages</i>
Fluency Activities	Teacher models reading this week's inspiring reading with expression. (WG)	Partner reading of this week's inspiring reading. (PS)	Exchange partners to read this week's inspiring text. (PS)	Choral reading of this week's inspiring reading. (WG)	Student partners read, a page of this week's story with expression. (PS)
Writing <i>This week's emphasis: Writing complete sentences.</i>	Write sentences about Chicago. Exchange them and read each other's sentences. Then draw a picture that shows what the sentences say. (IS)	Write sentences about Chicago environment. Write one for each kind: period, question mark, exclamation mark. (PS)	Write sentences about cause and effect of one change in Chicago. (IS)	Make a guide to writing a sentence. (IS)	Write examples of good sentences about Chicago. (IS)
Content Topic: Chicago Environment	Listen to reading about Chicago. Draw picture based on reading. Write sentences about Chicago. (IS)	List parts of the city's natural environment and built environment you know. Put into two-column chart: built; natural. (SG)	Make a chart about Chicago: plants; animals; things people build to live in; things people build to travel (SG)	Write a paragraph about a part of the Chicago environment. Tell what changes people have made and what effects they have had. (IS)	Make booklet about the Chicago environment. Include a timeline of changes. (IS)
Math	Insert lesson topic and pages.	Insert lesson topic and pages.	Insert lesson topic and pages.	Insert lesson topic and pages.	Insert lesson topic and pages

WG = Whole Group; SG = Small Group; PS = Pair and Share; IS = Independent, then Share