

***This sequence can structure a learning week.***

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

***Give students opportunities to learn more.***

***Organize activities that take students from introduction through independence.***

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