

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 |
|---------|--|--|---|--|---|
| READING | 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> |
| WORDS | 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. |
| WRITING | 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 _____ |
| CONTENT | 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. |
| MATH | 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. |