## General Example of a Self-Contained Lesson Plan

<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><strong>Preview</strong></td>
<td><strong>MODEL</strong></td>
<td><strong>GUIDE</strong></td>
<td><strong>ASSESS</strong></td>
<td><strong>Fix</strong></td>
</tr>
<tr>
<td>T: Read passage aloud. Model skill.</td>
<td>T: Model and guide—how to ______.</td>
<td>T: Ask students: how do you ______.</td>
<td>T: Set up open-ended question(s) to check status.</td>
<td>S: Write your own—add a part to the passage. Give it to another student to read. Answer open-ended questions.</td>
</tr>
<tr>
<td>S: Use the skill, guided by teacher—the same part of the passage or another part.</td>
<td>S: Read with a partner or group—use the skill with this week’s passage.</td>
<td>S: Work with a partner to use the skill with another part of the same passage.</td>
<td>S: Independently use the skill with an unfamiliar passage or part of the passage.</td>
<td>Students needing assistance: revisit the passage with coaching.</td>
</tr>
<tr>
<td><strong>Model Interest</strong></td>
<td><strong>GUIDE and GO FARTHER</strong></td>
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<td><strong>Clarify</strong></td>
<td><strong>Go Deeper</strong></td>
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<tr>
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### Monday
- **Preview**
  - T: Read passage aloud. Model skill.
  - S: Use the skill, guided by teacher—the same part of the passage or another part.

### Tuesday
- **Model**
  - T: Model and guide—how to ______.
  - S: Read with a partner or group—use the skill with this week’s passage.

### Wednesday
- **GUIDE and GO FARTHER**
  - T: Ask students: how do you ______.
  - S: Work with a partner to use the skill with another part of the same passage.

### Thursday
- **ASSESS and Clarify**
  - T: Set up open-ended question(s) to check status.
  - S: Independently use the skill with an unfamiliar passage or part of the passage.

### Friday
- **Fix**
  - S: Write your own—add a part to the passage. Give it to another student to read. Answer open-ended questions.

### Reading
- **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 ______.
- **Add examples and illustrations to word display.**
- **Add examples and illustrations to word display.**
- **Make a word chart:**
  - Word | Picture
- **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: Review criteria for a good ______.**
  - S: Improve the _____
- **S: Edit and improve each other’s ______.**
- **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.**