

PLAN A PROGRESSIVE LEARNING 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 |
| Math Vocabulary | | | | | |