

## Part 3. PLAN PROGRESSIVE LESSONS

### 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:

#### Example--**POETRY WEEK**

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

# Teach Developmentally

## 1. THE CORE AND MORE

Teach by the week: choose one chunk—the **CORE**—one topic or skill to emphasize. Take it **progressively** through the week by using **formative assessment** so students have the opportunity to learn the CORE and MORE.

### Monday: Make It Clear

- Introduce the focus.
- Model how to use the skill/strategy of the week.
- Clarify essential terms.
- Assess informally what students already know and can do.
- Adjust the week’s plan based on that assessment.

### Tuesday: Take It Farther

- Guide students to use the skill/learn more about the topic.
- Assess informally and adjust instruction to respond.

### Wednesday: Work with It

- Students work *more independently*.
- Assess informally as students work, assist students needing guidance.

### Thursday: Think It Through.

- Students respond individually to assessment.
- Teacher checks student responses to identify needs.
- Then students work in pairs or groups on activities to learn more.

### Friday: Finish Well

Expand	Complete
Students who “meet” work on advanced activities.	Guide students needing assistance to complete the learning progress.

## 2. Guide and Assess Clearly

Systematically use graphic organizers to guide and then to assess student learning. (See the assessment section for resources.)

## WEEKLY LESSON PLANNER FOR SELF-CONTAINED CLASSROOM

Learning Activities      Week of: \_\_\_\_\_      Teacher: \_\_\_\_\_  
*DIVERSE LEARNING OPPORTUNITIES: WG = Whole Group; SG = Small Group; PS = Pair, Share; IS = Independent, then Share; LC = Learning Center*

**Thinking/Learning Strategy:** \_\_\_\_\_  
 (To develop in reading and across the curriculum.)

	Monday Make It Clear.	Tuesday Take it Farther	Wednesday Work with It.	Thursday: Think It Through.	Friday: Finish Well
<b>Vocabulary/ Word Knowledge</b>					
<b>CORE Reading Guided Comprehension</b>	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>
<b>Fluency Activities</b>	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
<b>Writing</b> This week's emphasis:					
<b>Content Topic:</b>					
<b>Math</b>	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

**Lesson Plan Example for a third-grade class**

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

	Monday Make It Clear.	Tuesday Take it Farther	Wednesday Work with It.	Thursday: Think It Through.	Friday: Finish Well
<b>Vocabulary/ Word Knowledge</b> <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)
<b>BASAL PLUS Core Reading— Guided Comprehension</b> with this week's strategy— Sequence, Cause-Effect	<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? &gt; Short answer questions.</i>	<i>Insert lesson and pages</i>
<b>Fluency Activities</b> This Week's Read-Aloud: "Chicago, My Special City"	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)
<b>Writing</b> <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)
<b>Content</b>  Topic: <b>Chicago Environment</b>	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)
<b>Math</b>	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

**SEQUENCE THE PROGRESS: Plan for a Progressive Departmentalized Week**

Topic/Question \_\_\_\_\_

Standard and Performance Descriptor:

(What will the students know and be able to do better by the end of the week?)

Vocabulary

What will students read? \_\_\_\_\_

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Monday: Make it clear	Tuesday: Take it, use it	Wednesday: Work with it	Thursday: Think it Through	Friday: Finish Fluently
<b>Focus</b> ___KWL ___Teacher Models ___Student explains _____	<b>Focus</b> ___KWL ___Teacher Models ___Student explains _____	<b>Focus</b> ___KWL ___Teacher Models ___Student explains _____	<b>Focus</b> ___KWL ___Teacher Models ___Student explains _____	<b>Focus</b> ___KWL ___Teacher Models ___Student explains _____
<b>Activities</b>	<b>Activities</b>	<b>Activities</b>	<b>Activities</b>	<b>Activities</b>
<b>Report</b> ___kwL ___Learning Log ___Think, Pair, Share ___Student explains _____	<b>Report</b> ___kwL ___Learning Log ___Think, Pair, Share ___Student explains _____	<b>Report</b> ___kwL ___Learning Log ___Think, Pair, Share ___Student explains _____	<b>Report</b> ___kwL ___Learning Log ___Think, Pair, Share ___Student explains _____	<b>Report</b> ___kwL ___Learning Log ___Think, Pair, Share ___Student explains _____
Homework	Homework	Homework	Homework	Homework

**EXAMPLE SUBJECT: SCIENCE**      Week of: \_\_\_\_\_

*Topic: How animals adapt to an environment*  
 Standard: understand and explain animal adaptations. ILS 12B  
 Vocabulary: adaptation, species, behavior, camouflage, protective coloration  
 What students will read: Chapter on animal adaptation; trade book on any animal.

<b>Monday Activities</b> <i>Make It Clear.</i>	<b>Tuesday Activities</b> <i>Take It, Use It.</i>	<b>Wednesday Activities</b> <i>Work on It.</i>	<b>Thursday Assess/Clarify</b> <i>Think It Through.</i>	<b>Friday Activities</b> <i>Fix and Finish</i>
<p><b>Focus</b>                      __KWL __Teacher                      Models                      __Student Demonstrates</p> <hr/> <p><b>Activities</b></p> <p>Skim textbook to find facts about animal adaptation. (PS)</p> <p>Draw picture or cartoon to show one fact. Share with another student. (PS)</p> <p><b>Report</b>                      __kwL                      __Learning Log                      __Think, Pair, Share                      __Student demonstrates</p> <hr/> <p><b>Homework</b>                      Look for and list examples of animal adaptations in your neighborhood.</p>	<p><b>Focus</b>                      __KWL __Teacher                      Models                      __Student Demonstrates</p> <hr/> <p><b>Activities</b></p> <p>Make chart showing how animals adapt to an environment through behavior, coloration, shape, size. (SG)</p> <p><b>Report</b>                      __kwL                      __Learning Log                      __Think, Pair, Share                      __Student demonstrates</p> <hr/> <p><b>Homework</b>                      Write a summary of what your chart shows.</p>	<p><b>Focus</b>                      __KWL __Teacher                      Models                      __Student Demonstrates</p> <hr/> <p><b>Activities</b></p> <p>Make up and exchange questions about the chapter. (PS)</p> <p><b>Report</b>                      __kwL                      __Learning Log                      __Think, Pair, Share                      __Student demonstrates</p> <hr/> <p><b>Homework</b>                      Make a list of your top ten animal adaptation facts you can use when we take the test on Thursday.</p>	<p><b>Focus</b>                      __KWL __Teacher                      Models                      __Student Demonstrates</p> <hr/> <p><b>Activities</b></p> <p>Take chapter quiz. Locate answers for any items you miss in the text. Then correct the answer and tell why your new answer is correct. (IS)</p> <p><b>Report</b>                      __kwL                      __Learning Log                      __Think, Pair, Share                      __Student demonstrates</p> <hr/> <p><b>Homework</b>                      Write a note from an animal about how it has adapted to survive.</p>	<p><b>Focus</b>                      __KWL __Teacher                      Models                      __Student Demonstrates</p> <hr/> <p><b>Activities</b></p> <p>Write a summary of the chapter for students in a younger grade. (SG)</p> <p><b>Report</b>                      __kwL                      __Learning Log                      __Think, Pair, Share                      __Student demonstrates</p> <hr/> <p><b>Homework</b>                      Look for examples of animal adaptation on nature shows on the tv.</p>

## PLAN MULTI-WEEK SOCIAL STUDIES OR SCIENCE UNITS

Chunk the content, develop it clearly, assess frequently, make it visible.

This guide can be used to plan and as a way for students to keep track of their learning.

### Content Standards:

Reinforced language arts standards: 1A: vocabulary in context; 1B: strategic reading;  
5A: read to learn; 3B: write to communicate

## Focus/Big Question

	M	T	W	T	F
<i>This week's topic</i>  <i>Vocabulary</i>					
<i>This week's topic</i>  <i>Vocabulary</i>					
<i>This week's topic</i>  <i>Vocabulary</i>					
<i>This week's Topic</i>  <i>Vocabulary</i>					

### Unit Assessment—*Students answer the “BIG question”*

\_\_\_ Make a presentation    \_\_\_ Write a booklet    \_\_\_ Make a display  
\_\_\_ Write and illustrate a guide    \_\_\_ Make up a test—with answers    \_\_\_\_\_

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**Example of a Culture Unit Plan with Museum Field Trip**

**Content Standard:** 16 A analyze historical development of communities

Reinforced language arts standards: 1A: vocabulary in context; 1B: strategic reading;  
5A: read to learn; 3B: write to communicate

**Focus/Big Question:** How did the culture change? (Applicable to any culture)

	M	T	W	T	F
<b>The natural environment</b> <i>Vocabulary</i> <ul style="list-style-type: none"> <li>▪ Environment</li> <li>▪ Climate</li> <li>▪ Resource</li> </ul>	Preview unit, start visual glossary. (IS)	Read aloud, students illustrate. (WG)	Students collect information (PS)	Students classify information (IS)	Students use this week's words to write about topic.(IS)
<b>Meeting Needs</b> <i>Vocabulary</i> <ul style="list-style-type: none"> <li>▪ Choices</li> <li>▪ Community</li> <li>▪ Cooperation</li> </ul>	Read aloud, students listen and illustrate. (WG)	Students collect information (PS)	Students classify information --chart ways needs are met (SG)	Students make up questions, exchange. (IS)	Students write and illustrate what they learned. (IS)
<b>Values</b> <i>Vocabulary</i> <ul style="list-style-type: none"> <li>▪ Tradition</li> <li>▪ Heritage</li> <li>▪ Belief</li> <li>▪ Value</li> </ul>	Preview museum learning guide; model visual learning. Listen to and illustrate story. (WG)	Museum field trip. Collect information about needs, ways of living. (SG)	Organize information --expand chart. Infer the values of the culture. (SG)	Write about what you learned. (IS)	Illustrate key points. (IS)
<b>Change</b> <i>Vocabulary</i>	Plan class exhibit. (WG)	Construct exhibit. (SG)	Make labels for exhibit. (SG)	Open exhibit, guide visitors (SG)	Turn exhibit into "Big Book" (WC)

**Unit Assessment:** Write a booklet      Make an exhibit

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**LESSON PLANNER FOR ART/COMPUTER/LIBRARY/MUSIC**

Subject: \_\_\_\_\_ Weeks \_\_\_\_\_ to \_\_\_\_\_

Topic/BIG Question

\_\_\_\_\_

**Thinking/Learning Strategy:** \_\_\_\_\_

*ILS5A: Locate, collect, Organize, Analyze, Synthesize, Communicate Information and Ideas in response to a Topic, Question, or Issue*

Week of	This week's Focus	Primary Grade Activity	Intermediate Grade Activity	Upper Grade Activity
		Teacher Models: Students Do:	Teacher Models: Students Do:	Teacher Models: Students Do:
		Teacher Models: Students Do:	Teacher Models: Students Do:	Teacher Models: Students Do:
		Teacher Models: Students Do:	Teacher Models: Students Do:	Teacher Models: Students Do:
		Teacher Models: Students Do:	Teacher Models: Students Do:	Teacher Models: Students Do:

*Week 5: Synthesis—Students combine learning in displays that all students learn more from viewing.*