

Part 3. PLAN PROGRESSIVELY

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:

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

WG = Whole Group; SG = Small Group; PS = Pair and Share; IS = Independent, then Share

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? _____

Use to identify grouping: WG: Whole Group; SG: Small Group; PS: Pair and Share; IS: Individual then Share; LC: Learning Center

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

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.

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

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)

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

Unit Assessment: Write a booklet Make an exhibit

LESSON PLANNER FOR ART/COMPUTER/LIBRARY/MUSIC Subject: _____

Weeks of _____ 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

