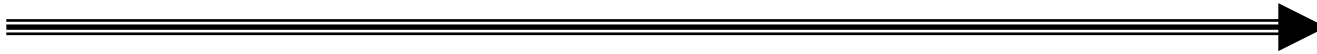


Strategic Lesson/Learning Plans

A Lesson Plan is a Learning Plan when teachers guide students with the gradual release of responsibility across the week.

The Teaching/Learning Path



Monday Preview Model Interest	Tuesday Model and GUIDE	Wednesday GUIDE and go farther	Thursday ASSESS and Clarify	Friday Fix and Finish UP
<p><i>Teacher Models</i></p> <p><i>Students begin.</i></p> <p><i>Teacher assesses and prepares for more progress.</i></p>	<p><i>Teacher Leads</i></p> <p><i>Students go farther.</i></p> <p><i>Teacher assesses and prepares for more progress.</i></p>	<p><i>Teacher guides</i></p> <p><i>Students go “deeper”</i></p> <p><i>Teacher assesses and prepares for more progress.</i></p>	<p><i>Students demonstrate/apply</i></p> <p><i>Teacher clarifies and responds with guidance and added challenge.</i></p> <p><i>Teacher prepares end-of-week fix-up and finish UP activities.</i></p>	<p><i>Students complete with independence.</i></p> <p><i>Teacher guides students needing additional development.</i></p> <p><i>Students who “Meet” on Thursday move to Exceed!</i></p>

Strategic Lesson Planners



This guide contains outlines for lesson planning and example plans.

LESSON PLAN TEMPLATES

General Plan p. 3-4

Examples of Lesson Plans with specific components for different subjects:

Writing and Grammar	p. 5
Literature	p. 6
Literature Example—Character Development	p. 7
Literature Example—Theme	p. 8
Science	p. 9
Social Science	p. 11
Library-Music-Art Planner	p.12

Templates for these planners and more examples of lesson plans and planners are posted at

http://teacher.depaul.edu/Lesson_Planning_Structures_and_Guides.html

THIS STRUCTURE INTEGRATES THE SPEAKING AND LISTENING COMPETENCIES.

FOCUS: _____

ACADEMIC VOCABULARY (CCSSR4) _____

SOURCES (List reading materials, online resources, other materials): _____

Common Core Standard Emphasized: _____

Assessment: __constructed response __report __graphic organizer and explanation __presentation __ _____

PREVIEW, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
Objective:	Objective:	Objective:	Objective: Improve Competence	Objective: Independent Competence
<p><i>I DO—I demonstrate how to SL1—Listen to learn</i></p> <p><i>WE DO— SL1, 2 3—confirm understanding, asking/answering questions I guide students to</i></p> <p>YOU DO Collaboratively—SL1—collaborative conversations—listen, speak appropriately <i>Students work in pairs or groups to</i></p> <p>Independently--assessment <i>To show what they know/can do, each student does this</i></p>	<p><i>I DO—I demonstrate how to SL1—listen to learn</i></p> <p><i>WE DO— SL1, 2 3—confirm understanding, asking/answering questions I guide students to</i></p> <p>YOU DO Collaboratively—SL1—collaborative conversations—listen, speak appropriately <i>Students work in pairs or groups to</i></p> <p>Independently--assessment <i>To show what they know/can do, each student does this</i></p>	<p><i>I DO—I demonstrate how to SL1—listen to learn</i></p> <p><i>WE DO— SL1, 2 3—confirm understanding, asking/answering questions I guide students to</i></p> <p>YOU DO Collaboratively—SL1—collaborative conversations—listen, speak appropriately <i>Students work in pairs or groups to</i></p> <p>Independently--assessment <i>To show what they know/can do, each student does this</i></p>	<p>FORMATIVE ASSESSMENT YOU DO independently—complete the assessment in 10-15 minutes.</p> <p><i>I DO</i> I observe while students are working and guide if needed. I may extend or shorten the time. Then I clarify with examples and explanations that I provide and/or students provide.</p> <p>End of class—check for shared understanding—students write or present orally (SL4) their own explanations of “how to”.</p>	<p>T: I DO I Guide students needing support—to help them I will __guide them to revise their response to the Thursday assessment or __give them a set of steps to follow so they can complete it more independently or</p> <p>You Do: ADVANCED students: Students who “meet” move to “exceed” __they add to or revise their Thursday assessment or __make their own examples of this week’s focus or</p> <p>CLASS SYNTHESIS —students present SL4—explain with details; speak clearly—SL6 SL 5: Use visuals or audio to present __class sets up bulletin board or makes own anchor charts</p>
Home Learning Activity:	Home Learning Activity:	Home Learning Activity:	Home Learning Activity:	Home Learning Activity:

Lesson Planner with Gradual Release of Responsibility and Strategic Increase of Competence

FOCUS: _____

ACADEMIC VOCABULARY (CCSSR4) _____

SOURCES (List reading materials, online resources, other materials): _____

Common Core Standard Emphasized: _____

Assessment: __constructed response __report __graphic organizer and explanation __ _____

<i>M PREVIEW, Model, Interest</i>	<i>T Model and Guide</i>	<i>W Guide and Go Farther</i>	<i>TH Assess, Clarify, Advance</i>	<i>F Fix, Expand, Finish Well</i>
<i>Objective:</i>	<i>Objective:</i>	<i>Objective:</i>	Objective: Improve Competence	Objective: Independent Competence
<i>I DO</i>	<i>I DO</i>	<i>I DO</i>	FORMATIVE ASSESSMENT YOU DO independently	T: I DO Guide students needing support—
<i>WE DO</i>	<i>WE DO</i>	<i>WE DO</i>	<i>I DO</i> I'll clarify based on how they respond to the assessment.	You Do: ADVANCED students: Students who "meet" move to "exceed"
<i>YOU DO</i> Collaboratively	<i>YOU DO</i> Collaboratively	<i>YOU DO</i> Collaboratively	End of class— check for shared understanding.	CLASS SYNTHESIS—How we'll complete the week with shared understanding
Independently (assessment)	Independently (assessment)	Independently (assessment)		
<i>Home Learning Activity:</i>	<i>Home Learning Activity:</i>	<i>Home Learning Activity:</i>	Home Learning Activity:	Home Learning Activity:

Writing Lesson Plan with Integrated Grammar/Conventions

This Week's Writing **Focus:** ___ focus and support ___ structure _____

This Week's writing **Format:** ___ constructed response to a reading (CCSSR) ___ report (CCSSW7) _____

Preview, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<i>Objective:</i>	<i>Objective:</i>	<i>Objective:</i>	Objective: Improve Competence	Objective: Independent Competence
I DO Model how to write well with this week's skill/strategy and format We do: Identify examples in a reading. YOU DO Start to use this week's writing skill. Independently: List what you've learned.	I DO "Write out loud"—model how to write well with this week's skill/strategy We do: Make examples. YOU DO Make more examples. Independently: Improve an example	I DO Revisit the writing skill and format of the week with student-created example. We Do: Construct another model YOU DO List ways to improve writing based on this week's model. Independently: Improve this week's writing.	Students will... write with this week's skill and format I DO clarify based on how they respond to the assessment. ___ List the steps to write ___ Re-model the writing skill ___ student models the skill ADVANCED: Write how to write—include example and steps you took to write well.	I DO Guides students needing support—guided practice ADVANCED Students who "meet" move to "exceed" write a guide to writing this way Synthesis: Students write about writing—what they accomplished, what they learned

GRAMMAR/USAGE (integrate with reading/writing)

<i>Objective:</i>	<i>Objective:</i>	<i>Objective:</i>	Objective: Improve Competence	Objective: Independent Competence
I do: Demonstrate the correct form of grammar or usage. We do: Make up examples/correct others YOU DO: Collaboratively: Look for examples in this week's reading Independently: Write an example	I do: Demonstrate the correct form We do: Make up examples/correct others YOU DO: Collaboratively: Look for examples in this week's reading Independently: Write an example	I do Demonstrate the correct way We do: Make up examples/correct others YOU DO: Collaboratively: Work on examples. Independently: Write an example	Students will ___give examples of this week's grammar ___ correct error in passage ___ write with correct grammar I DO clarify based on how they respond to assessment—set up additional class examples. Advanced Start a grammar guide to this week's focus.	I DO Guides students needing support— ___make examples ___ correct errors _____ ADVANCED Students who "meet" move to "exceed" ___complete grammar ___guide with examples ___Make a chart: ___examples; non-examples _____

LITERATURE EXAMPLE: Lesson/Learning Plan with Centers/Guided Groups built in.

CCSSR: _____ This week's Reading Materials: _____ Focus Skill/Strategy: _____ Focus Question: How do you _____ Academic Vocabulary: _____
--

Preview, Model, Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Fix, finish UP
<i>Objective:</i> <i>I do:</i> Model the skill/strategy with common text. <i>We do—</i> guided groups apply skill/strategy with leveled texts <i>You do</i> Collaboratively—during guided reading group, other students work collaboratively at literacy centers, applying the reading skill/strategy of the week and building vocabulary and writing competence. <i>Independently</i> Independent work is used to assess status.	<i>Objective:</i> <i>I do:</i> Model the skill/strategy with common text. <i>We do—</i> guided groups apply skill/strategy with leveled texts <i>You do</i> Collaboratively—during guided reading group, other students work collaboratively at literacy centers, applying the reading skill/strategy of the week and building vocabulary and writing competence. <i>Independently</i> Independent work is used to assess status.	<i>Objective:</i> <i>I do:</i> Model the skill/strategy with common text. <i>We do—</i> guided groups apply skill/strategy with leveled texts <i>You do</i> Collaboratively—during guided reading group, other students work collaboratively at literacy centers, applying the reading skill/strategy of the week and building vocabulary and writing competence. <i>Independently</i> Independent work is used to assess status.	Objective: Improve Competence <i>You do—assessment—</i> independent application of skill/strategy. <i>I do—</i> clarify and expand based on formative assessment. <i>You do—</i> <i>collaboratively</i> Students work with partner to compare responses to assessment and share ideas about the reading. <i>Teacher provides individual support based on assessment.</i>	Objective: Independent Competence <i>Teacher guides students needing support</i> <i>Challenge for students who “meet” to exceed.</i> <i>Class Synthesis:</i> <i>What did you like about this week’s reading?</i> <i>What have we learned about reading?</i>

How I'll support students needing guidance:

<input type="checkbox"/> Think out loud	<input type="checkbox"/> Use graphic organizers
<input type="checkbox"/> Peer coach	<input type="checkbox"/> Reciprocal readers
<input type="checkbox"/> Use less complex text	<input type="checkbox"/>

How I'll challenge students to exceed:

<input type="checkbox"/> Students expand the text	<input type="checkbox"/> Students write—using text as mentor text
<input type="checkbox"/> Students illustrate with captions	<input type="checkbox"/>

EXAMPLE OF A LITERATURE LESSON PLAN: Character Development

FOCUS Question: *How does the writer help you understand a character?*

Reading Materials: Any story. Academic Vocabulary: character development; trait; feeling; main character; infer; analyze

CCSSRL1. Read closely, make inferences with evidence. CCSSRL3. Analyze character development

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Finish well						
Objective: Analyze relationship actions and traits.	Objective: Infer feelings of characters	Objective: Analyze character development	Objective: Analyze character independently.	Objective: Increase competence						
<p>I Do: Read part of story aloud. Think out loud as you read-- Who is an important character? What do I know about that character? How do I figure out a trait?</p> <p>We Do: Read another part of the story. Figure out the trait of another character.</p> <p>You Do: <i>Collaborate:</i> Draw one character, then give picture to another student. Dialogue: Infer who is pictured and tell a trait the picture shows.</p> <p>Independently: List one of your own traits. Tell how your actions show it.</p>	<p>I Do: Start a story chart—how do I know how the main character feels during the story?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Event</th> <th>How I feel</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>We Do: Continue the chart with input from students.</p> <p>You Do: <i>Collaborate:</i> Complete the chart for another character.</p> <p>Independently: Tell how you can figure out a character's feelings.</p>	Event	How I feel					<p>I Do: Explain that in most stories the central character changes. The character learns a lesson. Or the character makes a choice that changes his/her future.</p> <p>We Do: List Choices the main character made. What does one choice show about how the character changed or learned something? Analyze the list: What did the character learn or how did the character change?</p> <p>You Do <i>Collaborate:</i> Write about one choice the character made. What did it lead to?</p> <p>Independently: Write a note to the character telling what you think about one choice the character made.</p>	<p>You Do: (Formative assessment) Read a short story or part of a story. Identify main character and infer trait with evidence. Identify way(s) the central character changes.</p> <p>I Do: Check and clarify, extend</p> <p>Students needing support: Make timeline of story.</p> <p>Advanced Students: List responses to the question: how does a writer help you understand a character?</p>	<p><i>Teacher Guides Students needing support: We analyze an actual event; list choices the person made, infer what trait(s) that showed and what the person learned. Then independently revisit the story and complete list for a different character in that story.</i></p> <p>INDEPENDENT Advanced: Options: > Write a reflection that the central character might have written—what I learned. > Write the next part of the story, showing that the character learned an important lesson. > Act out an important part of the story.</p> <p>Class Synthesis: <i>Whole class dialogue: How does a writer help you understand a character in a story?</i></p>
Event	How I feel									
Home Learning Activity: Draw a character from TV who has positive traits. Show the traits in your picture.	Home Learning Activity: Write a journal of the character at the part of the story you think is important.	Home Learning Activity: Make a two part picture—show how the character changed.	Home Learning Activity: Write a letter to the writer of the story. Tell how the writer helped you understand the story.	Home Learning Activity: Watch TV and then write about the story. Tell who changed, why and how.						

Literature Lesson Example: Analyzing Theme **FOCUS QUESTION: How do readers figure out the theme?**

Reading Material: Any fiction Academic Vocabulary: plot, setting, character, narrator, central character, infer, dialogue, relationship, theme
 Common Core Anchor Standards: 1. Read closely. 2. Determine themes of a text and analyze their development. 3. Analyze relationships 5. Analyze techniques

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Finish well
Objective: Analyze story structure	Objective: Analyze relationships of characters	Objective: Infer theme of a story	Objective: Independently analyze a story, writer's techniques.	Objective: Improve competence.
<p>I DO: Read first part of story aloud. Think out loud—Who are the characters, what is the place?</p> <p>WE DO: Begin story “map”— What is the setting, who are the characters, plot--how does the story start?</p> <p>YOU DO <i>Collaborate:</i> Continue story map.</p> <p><i>Independently:</i> Start story glossary—explain what each word means and give an example from the story. plot structure setting character narrator</p>	<p>I DO: Continue to read aloud and Think out loud—How actions help you figure out a character's traits or characteristics. What does the writer do to help you understand the characters and their relationships?</p> <p>WE DO: Infer characteristics or traits of the characters from actions. What does the writer include to help you interpret them? How do the characters' relate to each other?</p> <p>YOU DO: List important characters and identify and support inference about TWO traits. Make diagram showing relationships.</p> <p><i>Independently:</i> Continue story glossary: Main or Central Character Characteristic or trait Infer dialogue relationship</p>	<p>I DO: How to infer the theme of a story.</p> <p>WE DO: Analyze the story— figure out the problem and solution; figure out the theme—how do the events help you understand it.. How does the writer help you understand that? What techniques does the writer use to help you understand it?</p> <p>YOU DO: <i>Collaborate:</i> Complete the story if not already completed. List evidence to support the theme— events and information the writer includes. List examples of: Important dialogue; major events</p> <p><i>Independently:</i> Summarize the story in 4 sentences.</p>	<p>ASSESSMENT Students Independently read a one-page story. Infer traits of characters, explain reasons; Infer theme, explain basis. List examples of writer's techniques.</p> <p>T: Check for Understanding— circulate and guide individuals needing assistance.</p> <p>Think Out Loud with Class or group: clarify any points students did not “get”.</p> <p>Students needing support: Complete chart about the story—characters, events, relationships.</p> <p>Advanced Students: Make mentor text technique chart—list techniques used and examples from text.</p>	<p>Students needing support: Use story map from Thursday to answer evidence: How does the writer help you understand the theme?</p> <p>Advanced Students: Add dialogue or another part to the story.</p> <p>Class Synthesis: What have we learned about interpreting stories?</p>
Home Learning Activity: Watch a TV program and draw the setting and one character.	Home Learning Activity: Draw and/or write to explain two traits of a character on TV or in today's story.	Home Learning Activity: Make a timeline showing the important events in the story.	Home Learning Activity: Tell what you think the next part of the story will be.	Home Learning Activity: Write your own story with the theme of this week's story.

SCIENCE LESSON PLAN Week of _____ Topic: _____

FOCUS/INQUIRY QUESTION _____

CONTENT STANDARD: _____

ACADEMIC VOCABULARY (CCSSR4) _____

NGSS Cross-Cutting Concept: __cause-effect; __structure and function; __systems; __stability and change; __patterns _____

NGSS Science Practice: __investigate __analyze/interpret data __collect, communicate information _____

This week's DEMONSTRATION, VIDEO OR EXPERIMENT: _____

This week's READING: _____

Reading: Standards: __Read closely, answer questions with EVIDENCE (CCSSR1); __Summarize; identify central idea, related ideas (CCSSR2);
 __Integrate information, ideas from different sources (CCSSR7); __evaluate claims (CCSSR8); _____

Writing: __explain (2); __narrate (3); __analyze an argument (8); (1); research (7); _____

Preview, Model, Interest	Model and Guide	Go Deeper	Assess and Clarify	Fix and Finish UP
<i>Objective:</i>	<i>Objective:</i>	<i>Objective:</i>	Objective: Improve Competence	Objective: Independent Competence
I do: Preview, ask FOCUS QUESTION or INQUIRY PROMPT; Show video or demonstrate science task. We do: Analyze the demonstration or video—teacher will guide students to _____ You do: Collaboratively Students will _____ Independently Each student will _____ ✓ Check for understanding __pair/compare __learning report __glossary _____	I do: Demonstrate and think aloud how to _____ We do: Teacher will guide students to _____ You do: Collaboratively Students will _____ Independently Each student will _____ ✓ Check for understanding __pair/compare __learning report __glossary _____	I do: Demonstrate and think aloud how to _____ We do: Teacher will guide students to _____ You do: Collaboratively Students will _____ Independently Each student will _____ ✓ Check for understanding __pair/compare __learning report __glossary _____	YOU DO: Formative Assessment—students will __answer FOCUS question __complete constructed response with new document _____ ✓ I DO--RESPOND to assessment--clarify--think out loud, give feedback on ways to make greater progress. Students who need support will ... _____ Students who “meet” will collaboratively... __outline booklet or display __make up, exchange HOT questions _____	Students needing support will ... _____ Students who “meet” will advance-- __construct exhibit __write children’s book _____ Synthesis: Groups or class responds in writing or display: > What idea(s) did we learn about science this week? > What strategies did we learn to LEARN science?
Homework	Homework	Homework	Homework	Homework

EXAMPLE SCIENCE LESSON PLAN Week of _____

Topic: _____

FOCUS/INQUIRY QUESTION _____

CONTENT STANDARD: _____

ACADEMIC VOCABULARY (CCSSR4) _____

NGSS Cross-Cutting Concept: __ cause-effect; __ structure and function; __ systems; __ stability and change; __ patterns __ _____

NGSS Science Practice: __ investigate __ analyze/interpret data __ collect, communicate information __ _____

This week's **DEMONSTRATION, VIDEO OR EXPERIMENT:** _____

This week's **READING:** _____

Reading: Standards: __ Read closely, answer questions with EVIDENCE (CCSSR1); __ Summarize; identify central idea, related ideas (CCSSR2);
 __ Integrate information, ideas from different sources (CCSSR7); __ evaluate claims (CCSSR8); __ _____

Writing: __ explain (2); __ narrate (3); __ analyze an argument (8); research (7); __ _____

<i>Preview, Model, Interest-</i>	<i>Model and Guide</i>	<i>Guide and Go Farther</i>	<i>Assess, Clarify, Advance</i>	<i>Fix, Expand, Finish UP</i>
<i>Objective:</i>	<i>Objective:</i>	<i>Objective:</i>	Objective: Improve Competence	Objective: Independent Competence
I DO Introduce the week's topic with a demonstration or video. Model how to use this week's skill/strategy to learn science. WE DO Apply strategy with guidance YOU DO Collaboratively List or draw information. <i>Independently</i> Start glossary	I DO Re-model how to use this week's skill/strategy. WE DO Apply strategy with guidance YOU DO Collaboratively: read to locate information <i>Independently:</i> Sort information: which will be important to answer the week's focus question?	I DO Use graphic organizer of other visual to show how to organize information. WE DO—Contribute to organizer YOU DO Collaboratively complete graphic organizer <i>Independently</i> Write about the graphic organizer	How I'll assess— Students will write constructed response I DO I'll clarify based on how they respond to the assessment. __ use graphic organizer to clarify the topic __ Involve students as demonstrators of what was learned ADVANCED STUDENTS: List what you think are the most important ideas you learned. Put one example for each idea.	I DO Guide students needing support— __ guide students to use glossary to write about topic __ use graphic organizer to clarify the central idea You do--ADVANCED Students who "meet" move to "exceed" -- write about topic Synthesis: Set up display about the topic—that is an answer to the focus question. List what we've learned about learning science this week.
Home Learning Activity: Write with words from the glossary.	Home Learning Activity: Look for information about this week's topic—on Internet (assigned site) or book or TV. List 5 important facts.	Home Learning Activity: Summarize what you're learned this week so far.	Home Learning Activity: Make up questions about this week's learning—to give to other students at start of tomorrow's session.	Home Learning Activity: Explain what you're learned this week to your family.

Example of a Social Studies Learning Plan Topic: _____

FOCUS QUESTION: _____

ACADEMIC VOCABULARY (CCSSRI4) _____

SOURCES: _____

*Common Core standards emphasized: Answer questions with **EVIDENCE** CCSSR1; Use structure of text to identify ideas, locate information CCSSR5; Integrate ideas and information from **different sources** (CCSSR7) then write to respond to focus question (CCSSW7)*

PREVIEW, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
Objective:	Objective:	Objective:	Objective: Improve Competence	Objective: Independent Competence
<p><i>I DO</i> > Introduce Focus Question</p> <p><i>WE DO:</i> __ preview text __ apply strategy to locate relevant information</p> <p><i>YOU DO Collaboratively</i> __ Locate, list important information __ start glossary of this week's words</p> <p><i>Independently</i> __ start glossary __ write learning summary</p>	<p><i>I DO</i> Model how to _____</p> <p><i>WE DO:</i> __ Apply the strategy. __ use structure of text to locate relevant information</p> <p><i>YOU DO Collaboratively:</i> Read more to learn more __ read with partner to locate information to support ideas __ illustrate page(s) __ Use structure of the text to make the outline that the author may have followed</p> <p><i>Independently:</i> __ write learning summary __ continue glossary</p>	<p><i>I DO</i> Use graphic organizer to show how to organize ideas and information about a topic.</p> <p><i>WE DO:</i> Students provide examples for the graphic organizer</p> <p><i>YOU DO Collaboratively:</i> __ complete graphic organizer __ write explanation based on graphic organizer</p> <p><i>Independently:</i> __ learning summary __ complete glossary</p>	<p>Formative assessment YOU DO independently __ write their answer to the focus question, citing evidence __ Complete constructed response</p> <p><i>I DO</i> --clarify based on assessment. __ Students demonstrate how they completed the assessment __ Outline a booklet about the topic—write the booklet on Friday</p> <p><i>Independently:</i> __ use glossary to write __ Pair/Compare</p>	<p>I DO/WE DO Guide students needing support— __ make outline with students they then follow to write about the topic __ use graphic organizer to clarify ideas and relevant information</p> <p>You Do: ADVANCED Students who “meet” move to “exceed” __ write booklet about topic __ make display about the topic __ make presentation __ dramatize event</p> <p>CLASS SYNTHESIS: What did we learn about reading to learn? What ideas did we learn?</p>
<p><i>Home Learning Activity:</i> Write with words from the glossary.</p>	<p><i>Home Learning Activity:</i> List important ideas and information you learned.</p>	<p><i>Home Learning Activity:</i> Summarize what you're learned this week so far.</p>	<p>Home Learning Activity: Make up questions about this week's learning—to give to other students tomorrow.</p>	<p>Home Learning Activity: Explain what you're learned this week to your family.</p>

LESSON PLANNER FOR ART/COMPUTER/LIBRARY/MUSIC Weeks of _____ to _____

Topic/Theme _____

CHOOSE THE COMMON CORE READING STANDARD(S) TO EMPHASIZE

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2. Determine central ideas or themes and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.
- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Construct a week-long plan for each grade cycle.

Week of: _____

This week's Focus	Primary Grade Activity	Intermediate Grade Activity	Upper Grade Activity
	<p>Objective:</p> <p>Teacher Models:</p> <p>Students Do:</p> <p>Assessment: Analyze student responses</p>	<p>Objective:</p> <p>Teacher Models:</p> <p>Students Do:</p> <p>Assessment: Analyze student responses</p>	<p>Objective:</p> <p>Teacher Models:</p> <p>Students Do:</p> <p>Assessment: Analyze student responses</p>