A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday,12/02/24 through Friday, 12/206/24

**EDUCATOR’S NAME:** Ms. L. Newberry, Dr. C. Hess- Taylor, Ms. K. Jones, Ms. L. Lyon **SUBJECT:** ELA

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| Read the text(s) for this lesson and answer complete the associated questions/tasks. | **Monitor Comprehension**  **Monitor Foundational Math skills** | **Monitor Comprehension**  **Monitor Foundational Math skills** | **Monitor Comprehension**  **Monitor Foundational Math skills** | **Monitor Comprehension**  **Monitor Foundational Math skills** | **Monitor Comprehension**  **Monitor Foundational Math skills** |
| **TN Standard(s):**  Which State Standard is your lesson addressing? | 6.RI.KID.3 Analyze how and why individuals, events, and ideas develop ad interact over the course of a text  6.RI.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas  Math:  Solve real-world and mathematical problems by writing and solving one-step equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. | | | | |
| **Objective (s):**  What specifically should students be able to do at the end of the lesson? | I can monitor my comprehension, keep track of how well I understand the material and identify when my understanding breaks down. I can reread activities that include asking questions, taking notes, and paraphrasing what has been written.  \*Math: I can solve equations to find the value of the unknown number | I can monitor my comprehension, keep track of how well I understand the material and identify when my understanding breaks down. I can reread activities that include asking questions, taking notes, and paraphrasing what has been written.  \*Math: I can solve standard addition and subtraction problem | I can monitor my comprehension, keep track of how well I understand the material and identify when my understanding breaks down. I can reread activities that include asking questions, taking notes, and paraphrasing what has been written.  \*Math: I can use math strategies to solve simple math equations | I can monitor my comprehension, keep track of how well I understand the material and identify when my understanding breaks down. I can reread activities that include asking questions, taking notes, and paraphrasing what has been written.  \*Math: I can use math strategies to solve simple math equations | I can monitor my comprehension, keep track of how well I understand the material and identify when my understanding breaks down. I can reread activities that include asking questions, taking notes, and paraphrasing what has been written.  \*Math: I can solve given math problems. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Students are not yet able to monitor comprehension.  Students do not yet understand when their comprehension breaks down.  Students are not yet able to reread activities that include asking questions, taking notes, and paraphrasing what has been written.  \*Student math skills not be developed enough to perform simple problem solving due to not knowing mental math. | Students are not yet able to monitor comprehension.  Students do not yet understand when their comprehension breaks down.  Students are not yet able to reread activities that include asking questions, taking notes, and paraphrasing what has been written.  \*Student math skills not be developed enough to perform simple problem solving due to not knowing mental math. | Students are not yet able to monitor comprehension.  Students do not yet understand when their comprehension breaks down.  Students are not yet able to reread activities that include asking questions, taking notes, and paraphrasing what has been written.  \*Student math skills not be developed enough to perform simple problem solving due to not knowing mental math. | Students are not yet able to monitor comprehension.  Students do not yet understand when their comprehension breaks down.  Students are not yet able to reread activities that include asking questions, taking notes, and paraphrasing what has been written.  \*Student math skills not be developed enough to perform simple problem solving due to not knowing mental math. | Students are not yet able to monitor comprehension.  Students do not yet understand when their comprehension breaks down.  Students are not yet able to reread activities that include asking questions, taking notes, and paraphrasing what has been written.  \*Student math skills not be developed enough to perform simple problem solving due to not knowing mental math. |
| **Literacy-Based DO NOW:**  This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | Journal Vocabulary  Write three (3) sentences using the word *meticulous.* | Journal Vocabulary  Write three (3) sentences using the word *jovial*. | Journal Vocabulary  Write three (3) sentences using the word *hypocrisy*. | Journal Vocabulary  Write three (3) sentences using the word *reprimand*. | Journal Vocabulary  Write three (3) sentences using the word *parasite*. |
| **Agenda for the Day**  Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review. | * Do Now *(8 minutes)* * Review Learning Objective Approx. *40 Minutes* | * Do Now *(8 minutes)* * Review Learning Objective Approx. *40 Minutes* | * Do Now *(8 minutes)* * Review Learning Objective Approx. *40 Minutes* | * Do Now *(8 minutes)* * Review Learning Objective Approx. *40 Minutes* | * Do Now *(8 minutes)* * Review Learning Objective Approx. *40 Minutes* |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | **Introduce monitoring comprehension strategies.** |  |  |  |  |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **Read the paragraph and instruction about anecdotes. Then have students read the text. Student will circle the person mentioned in the text and underline the anecdote. Students will share other articles they have read that included facts, examples, and anecdotes. Students may also mention a chapter in a textbook, or article.** | **Read the paragraph and instruction about anecdotes. Then have students read the text. Student will circle the person mentioned in the text and underline the anecdote. Students will share other articles they have read that included facts, examples, and anecdotes. Students may also mention a chapter in a textbook, or article** | **Read the paragraph and instruction about anecdotes. Then have students read the text. Student will circle the person mentioned in the text and underline the anecdote. Students will share other articles they have read that included facts, examples, and anecdotes. Students may also mention a chapter in a textbook, or article** | **Read the paragraph and instruction about anecdotes. Then have students read the text. Student will circle the person mentioned in the text and underline the anecdote. Students will share other articles they have read that included facts, examples, and anecdotes. Students may also mention a chapter in a textbook, or article** | **Read the paragraph and instruction about anecdotes. Then have students read the text. Student will circle the person mentioned in the text and underline the anecdote. Students will share other articles they have read that included facts, examples, and anecdotes. Students may also mention a chapter in a textbook, or article** |
| **End of the lesson**  You Do  **Science:** Evaluate | **Students will complete reading passage “Camera in the Sky”.** | **Students will complete reading passage “The New House”.** | **Students will complete reading passage, “The Truth About Lichens”.** | **Students will complete reading passage, “Web Crawlers”.** | **Students will complete reading passage, “Let the Buyer Beware”.** |
| **(05 MINUTES MAX)**  **Literacy Based closing activity:**  Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | **Students write the responses to questions and explain what they found confusing.** | **Students write the responses to questions and explain what they found confusing.** | **Students write the responses to questions and explain what they found confusing.** | **Students write the responses to questions and explain what they found confusing.** | **Students write the responses to questions and explain what they found confusing.** |
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| **Assessment (s):**  How will you know that students have reached the objective?  Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc. |  |  |  |  |  |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | **Reteach in small group (on a lower grade level) how students can identify and explain relationships between and among ideas and events.** | **Reteach in small group (on a lower grade level) how students can identify and explain relationships between and among ideas and events.** | **Reteach in small group (on a lower grade level) how students can identify and explain relationships between and among ideas and events.** | **Reteach in small group (on a lower grade level) how students can identify and explain relationships between and among ideas and events.** | **Reteach in small group (on a lower grade level) how students can identify and explain relationships between and among ideas and events.** |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? |  |  |  |  |  |
| **Technology Integration:**  How will the students use technology to help them master the objective. | **Students will complete I Ready lessons that expand more on the objectives and standards.** | **Students will complete I Ready lessons that expand more on the objectives and standards.** | **Students will complete I Ready lessons that expand more on the objectives and standards.** | **Students will complete I Ready lessons that expand more on the objectives and standards.** | **Students will complete I Ready lessons that expand more on the objectives and standards.** |