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, May 12, 2025through Friday, May 16, 2025

**x**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title:**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Civic Engagement** | **Civic Engagement** | **Civic Engagement** | **Civic Engagement** | **Civic Engagement** |
| **TN Standard(s):**  Grade level standard (include standard notation and language).  Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | ELP Standard 8  Determine the meaning of words and phrases in oral presentations and literary and informational text. | | | | |
| **Objective (s):**  What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson?  The objective should be written using the stem…  **I CAN….** | SWBAT Form sentences using words related to Civic Engagement found on pages 142-143  IOT Demonstrate an understanding of newly learned vocabulary words. | SWBAT Form sentences using words related to Civic Engagement found on pages 142-143  IOT Demonstrate an understanding of newly learned vocabulary words. | SWBAT Form sentences using words related to the legal system found on page 144  IOT Demonstrate an understanding of newly learned vocabulary words | SWBAT Define or create sentences using words related to crime found on page 1445.  IOT Demonstrate an understanding of newly learned vocabulary words . | Test  142-145 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | There may be some misconceptions with vocabulary words and their meanings. Students should first copy the vocabulary words in English with the translator word from their books. | There may be some misconceptions with vocabulary words and their meanings. Students should first copy the vocabulary words in English with the translator word from their books. | There may be some misconceptions with vocabulary words and their meanings. Students should first copy the vocabulary words in English with the translator word from their books. | There may be some misconceptions with vocabulary words and their meanings. Students should first copy the vocabulary words in English with the translator word from their books. | Multiple Choice  Test  142-145 |
| **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. | Copy select vocabulary words in English alongside the translated word from the book. | Copy select vocabulary words in English alongside the translated word from the book. | Copy select vocabulary words in English alongside the translated word from the book. | Copy select vocabulary words in English alongside the translated word from the book. | Prepare for test. |
| **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 *(10 minutes)* * Review State Standards *( 1 minutes)* * I can statement(s) 1*( minutes)* * Unload Vocabulary*(8) minutes)* * Whole Group Instruction *(8 minutes)* * Independent Practices (22 minutes) * Closure/Exit activity *( 5 minutes)* | * Do Now *(10 minutes)* * Review State Standards *( 1 minutes)* * I can statement(s) 1*( minutes)* * Unload Vocabulary*(8) minutes)* * Whole Group Instruction *(8 minutes)* * Independent Practices (22 minutes)   Closure/Exit activity *( 5 minutes)* | * Do Now *(10 minutes)* * Review State Standards *( 1 minutes)* * I can statement(s) 1*( minutes)* * Unload Vocabulary*(8) minutes)* * Whole Group Instruction *(8 minutes)* * Independent Practices (22 minutes)   Closure/Exit activity *( 5 minutes)* | * Do Now *(10 minutes)* * Review State Standards *( 1 minutes)* * I can statement(s) 1*( minutes)* * Unload Vocabulary*(8) minutes)* * Whole Group Instruction *(8 minutes)* * Independent Practices (22 minutes)   Closure/Exit activity *( 5 minutes)* | Test  142-145 |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | Engage the students by tying in their “Do Now” activity with today’s lesson. Have students explore their word lists ask them what do the words all have in common. Allow them to guess the theme of the day’s lesson. | Engage the students by tying in their “Do Now” activity with today’s lesson. Have students explore their word lists ask them what do the words all have in common. Allow them to guess the theme of the day’s lesson. | Engage the students by tying in their “Do Now” activity with today’s lesson. Have students explore their word lists ask them what do the words all have in common. Allow them to guess the theme of the day’s lesson. | Engage the students by tying in their “Do Now” activity with today’s lesson. Have students explore their word lists ask them what do the words all have in common. Allow them to guess the theme of the day’s lesson. | Engage the students by tying in their “Do Now” activity with today’s lesson. Have students explore their word lists ask them what do the words all have in common. Allow them to guess the theme of the day’s lesson. |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | After modeling the lesson. Allow students to explain what the teacher has done and what that will look like when they do it.  Provide students time to re-enact what they’ve seen the teacher do with different problems/questions. Further engage the students by allowing them to elaborate more on the process and to demonstrate what they did or share their findings and solutions. | After modeling the lesson. Allow students to explain what the teacher has done and what that will look like when they do it.  Provide students time to re-enact what they’ve seen the teacher do with different problems/questions. Further engage the students by allowing them to elaborate more on the process and to demonstrate what they did or share their findings and solutions. | After modeling the lesson. Allow students to explain what the teacher has done and what that will look like when they do it.  Provide students time to re-enact what they’ve seen the teacher do with different problems/questions. Further engage the students by allowing them to elaborate more on the process and to demonstrate what they did or share their findings and solutions. | After modeling the lesson. Allow students to explain what the teacher has done and what that will look like when they do it.  Provide students time to re-enact what they’ve seen the teacher do with different problems/questions. Further engage the students by allowing them to elaborate more on the process and to demonstrate what they did or share their findings and solutions. | After modeling the lesson. Allow students to explain what the teacher has done and what that will look like when they do it.  Provide students time to re-enact what they’ve seen the teacher do with different problems/questions. Further engage the students by allowing them to elaborate more on the process and to demonstrate what they did or share their findings and solutions. |
| **End of the lesson**  You Do  **Science:** Evaluate | Check for understanding by asking close ended questions after the lesson has been completed. | Check for understanding by asking close ended questions after the lesson has been completed. | Check for understanding by asking close ended questions after the lesson has been completed. | Check for understanding by asking close ended questions after the lesson has been completed. | Check for understanding by asking close ended questions after the lesson has been completed. |
| **(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. | Provide students with an exit ticket with one question related to today’s lesson | Provide students with an exit ticket with one question related to today’s lesson | Provide students with an exit ticket with one question related to today’s lesson | Provide students with an exit ticket with one question related to today’s lesson | Provide students with an exit ticket with one question related to today’s lesson |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Extended Time** | **Extended Time** | **Extended Time** | **Extended Time** | **Extended Time** |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **This is an ESL classroom.**  All students are receiving special service.  All modifications are embedded within the lesson including. The use of *picture dictionaries, use of simple language during instruction, permitted use of translators.* | **This is an ESL classroom.**  All students are receiving special service.  All modifications are embedded within the lesson including. The use of *picture dictionaries, use of simple language during instruction, permitted use of translators.* | **This is an ESL classroom.**  All students are receiving special service.  All modifications are embedded within the lesson including. The use of *picture dictionaries, use of simple language during instruction, permitted use of translators.* | **This is an ESL classroom.**  All students are receiving special service.  All modifications are embedded within the lesson including. The use of *picture dictionaries, use of simple language during instruction, permitted use of translators.* | **This is an ESL classroom.**  All students are receiving special service.  All modifications are embedded within the lesson including. The use of *picture dictionaries, use of simple language during instruction, permitted use of translators.* |
| **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. | Label each image with the correct location from the word bank. | Label each image with the correct location from the word bank. | Label each image with the correct location from the word bank. | Students will answer the three guiding questions from the “My Perfect Neighborhood” activity. | Students will use the image, numbers, and words to complete the sentences. Teacher will review the places and vocabulary words (fountain, bench, etc.). |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | Identify the misconception. Provide 1:1.  Allow student another opportunity to master. | Identify the misconception. Provide 1:1.  Allow student another opportunity to master. | Identify the misconception. Provide 1:1.  Allow student another opportunity to master. | Identify the misconception. Provide 1:1.  Allow student another opportunity to master. | Identify the misconception. Provide 1:1.  Allow student another opportunity to master. |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? | Provide extension of the lesson with a richer text.  Have student write brief sentences on meetings and greetings. | Provide extension of the lesson with a richer text.  Have students identify parts of their textbook and how the parts aid in the process of studying. | Students may use their devices to search for pictures of items in the word list to deepen their understanding. | Students may use their devices to search for pictures of items in the word list to deepen their understanding. | Students may use their devices to search for pictures of items in the word list to deepen their understanding.  Students may use technology |
| **Technology Integration:**  How will the students use technology to help them master the objective. | Students may use technology to translate newly learned or unfamiliar words and terms. | Students may use technology to translate newly learned or unfamiliar words and terms. | Students may use technology to translate newly learned or unfamiliar words and terms. | Students may use technology to translate newly learned or unfamiliar words and terms. | Students may use technology to translate newly learned or unfamiliar words and terms. |