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, Sept. 29th 2025through Friday, Oct. 3rd, 2025

**x**

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title:**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Oxford Picture Dictionary: Weather** | **Oxford Picture Dictionary: Weather** | **Oxford Picture Dictionary: Telephone** | **Oxford Picture Dictionary: Telephone** | **Oxford Picture Dictionary: Telephone** |
| **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 1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing  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 describe temperature in English and list common weather patterns and storms without the use of a translator.  IOT Demonstrate and ability to communicate about the weather independently. | SWBAT describe temperature in English and list common weather patterns and storms without the use of a translator.  IOT Demonstrate and ability to communicate about the weather independently. | SWBAT Use English words to describe parts, functions, types, and purposes of phones. Student will memorize these terms and label objects interpedently.  IOT Demonstrate knowledge of English words when relating to common objects. | SWBAT Use English words to describe parts, functions, types, and purposes of phones. Student will memorize these terms and label objects interpedently.  IOT Demonstrate knowledge of English words when relating to common objects. | SWBAT Use English words to describe parts, functions, types, and purposes of phones. Student will memorize these terms and label objects interpedently.  IOT Demonstrate knowledge of English words when relating to common objects. |

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| **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 alongside the words in their first language. | There may be some misconceptions with vocabulary words and their meanings. Students should first copy the vocabulary words in English alongside the words in their first language. | There may be some misconceptions with vocabulary words and their meanings. Students should first copy the vocabulary words in English alongside the words in their first language. | There may be some misconceptions with vocabulary words and their meanings. Students should first copy the vocabulary words in English alongside the words in their first language. | There may be some misconceptions with vocabulary words and their meanings. Students should first copy the vocabulary words in English alongside the words in their first language. |
| **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. | Pull- A-Card  Student pull a task card and copy the question/prompt then respond to the question creatively. | Pull-A-Math Card  Student pull a task card and and respond to a math problem using a complete sentence in English. | Pull- A-Card  Student pull a task card and copy the question/prompt then respond to the question creatively. | Pull-A-Math Card  Student pull a task card and and respond to a math problem using a complete sentence in English. | Pull- A-Card  Student pull a task card and copy the question/prompt then respond to the question creatively. |
| **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 *(15minutes)* * Review State Standards *( 1 minutes)* * I can statement(s) 1*( minutes)* * Unload Vocabulary*(10) minutes)* * Whole Group Instruction *(8 minutes)* * Independent Practices (25 minutes) * Enrichment Activity Computers (25 minutes) * Closure/Exit activity *(10minutes)* | * Do Now *(15minutes)* * Review State Standards *( 1 minutes)* * I can statement(s) 1*( minutes)* * Unload Vocabulary*(10) minutes)* * Whole Group Instruction *(8 minutes)* * Independent Practices (25 minutes) * Enrichment Activity Computers (25 minutes)   Closure/Exit activity *(10minutes)* | * Do Now *(15minutes)* * Review State Standards *( 1 minutes)* * I can statement(s) 1*( minutes)* * Unload Vocabulary*(10) minutes)* * Whole Group Instruction *(8 minutes)* * Independent Practices (25 minutes) * Enrichment Activity Computers (25 minutes)   Closure/Exit activity *(10minutes)* | * Do Now *(15minutes)* * Review State Standards *( 1 minutes)* * I can statement(s) 1*( minutes)* * Unload Vocabulary*(10) minutes)* * Whole Group Instruction *(8 minutes)* * Independent Practices (25 minutes) * Enrichment Activity Computers (25 minutes)   Closure/Exit activity *(10minutes)* | * Do Now *(15minutes)* * Review State Standards *( 1 minutes)* * I can statement(s) 1*( minutes)* * Unload Vocabulary*(10) minutes)* * Whole Group Instruction *(8 minutes)* * Independent Practices (25 minutes) * Enrichment Activity Computers (25 minutes)   Closure/Exit activity *(10minutes)* |
| **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 in English without a translator * Correct response to text dependent question. * Properly use vocabulary words in a sentence. | * Label in English without a translator * Correct response to text dependent question. * Properly use vocabulary words in a sentence. | * Label in English without a translator * Correct response to text dependent question. * Properly use vocabulary words in a sentence. | * Label in English without a translator * Correct response to text dependent question.   Properly use vocabulary words in a sentence. | * Label in English without a translator * Correct response to text dependent question.   Properly use vocabulary words in a sentence. |
| **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? | Technology integration. Student will enhance their learning by logging into assigned website and reading article on the topic then respond electronically to text dependent questions. | Technology integration. Student will enhance their learning by logging into assigned website and reading article on the topic then respond electronically to text dependent questions. . | Technology integration. Student will enhance their learning by logging into assigned website and reading article on the topic then respond electronically to text dependent questions. . | Technology integration. Student will enhance their learning by logging into assigned website and reading article on the topic then respond electronically to text dependent questions. | Technology integration. Student will enhance their learning by logging into assigned website and reading article on the topic then respond electronically to text dependent questions. .  Students may use technology |
| **Technology Integration:**  How will the students use technology to help them master the objective. | Student are assigned different website to further their engagement with the material found in their Oxford Picture Dictionaries. Some students will use Commonlit, others Readworks, and students who are struggling in the beginner classroom will be able to use Duolingo after completion of primary assignment. | Student are assigned different website to further their engagement with the material found in their Oxford Picture Dictionaries. Some students will use Commonlit, others Readworks, and students who are struggling in the beginner classroom will be able to use Duolingo after completion of primary assignment. | Student are assigned different website to further their engagement with the material found in their Oxford Picture Dictionaries. Some students will use Commonlit, others Readworks, and students who are struggling in the beginner classroom will be able to use Duolingo after completion of primary assignment. . | Student are assigned different website to further their engagement with the material found in their Oxford Picture Dictionaries. Some students will use Commonlit, others Readworks, and students who are struggling in the beginner classroom will be able to use Duolingo after completion of primary assignment. . | Student are assigned different website to further their engagement with the material found in their Oxford Picture Dictionaries. Some students will use Commonlit, others Readworks, and students who are struggling in the beginner classroom will be able to use Duolingo after completion of primary assignment. . |