

2024-2025 Weekly Lesson Planning Document

Week of Monday, August 19 through Friday, August 19-23



EDUCATOR'S NAME: Marshon Harris SUBJECT: Functional Skills

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Structure and routine Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	Assessment: iReady	Assessment: iReady	Assessment: iReady	Assessment: iReady	Assessment: iReady
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.	Functioning Level Assessment: Demonstrate competencies of reading and math skills.				
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....	Students can demonstrate skills to solve reading and math problems.	Students can demonstrate skills to solve reading and math problems.	Students can demonstrate skills to solve reading and math problems.	Students can demonstrate skills to solve reading and math problems.	Students can demonstrate skills to solve reading and math problems.

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	The complexity of the reading and math problems as students continue to show mastery.	The complexity of the reading and math problems as students continue to show mastery.	The complexity of the reading and math problems as students continue to show mastery.	The complexity of the reading and math problems as students continue to show mastery.	The complexity of the reading and math problems as students continue to show mastery.
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.	Power-on devices and log-in to the iReady application.	Power-on devices and log-in to the iReady application.	Power-on devices and log-in to the iReady application.	Power-on devices and log-in to the iReady application.	Power-on devices and log-in to the iReady application.
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.	Diagnostic results (times will vary).	Diagnostic results (times will vary).	Diagnostic results (times will vary).	Diagnostic results (times will vary).	Diagnostic results (times will vary).
Beginning of Lesson I Do Science: Engage & Explore	I will go over the directions and expectations of the activity.	I will go over the directions and expectations of the activity.	I will go over the directions and expectations of the activity.	I will go over the directions and expectations of the activity.	I will go over the directions and expectations of the activity.

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	I will offer support as needed.	I will offer support as needed.	I will offer support as needed.	I will offer support as needed.	I will offer support as needed.
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	Discuss some of the problems that might have been challenging for students.	Discuss some of the problems that might have been challenging for students.	Discuss some of the problems that might have been challenging for students.	Discuss some of the problems that might have been challenging for students.	Discuss some of the problems that might have been challenging for students.
<p>(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.</p>	Students will write down what they learned today.	Students will write down what they learned today.	Students will write down what they learned today.	Students will write down what they learned today.	Students will write down what they learned today.
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	Use differentiated instruction, by giving students choices.	Use differentiated instruction, by giving students choices.	Use differentiated instruction, by giving students choices.	Use differentiated instruction, by giving students choices.	Use differentiated instruction, by giving students choices.
<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	Pair ESL with an English peer. Give students a word bank, and/or more time to complete their assignments.	Pair ESL with an English peer. Give students a word bank, and/or more time to complete their assignments.	Pair ESL with an English peer. Give students a word bank, and/or more time to complete their assignments.	Pair ESL with an English peer. Give students a word bank, and/or more time to complete their assignments.	Pair ESL with an English peer. Give students a word bank, and/or more time to complete their assignments.

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.	Assessment results and review.	Assessment results and review.	Assessment results and review.	Assessment results and review.	Assessment results and review.
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	Reteach with modifications as needed.	Reteach with modifications as needed.	Reteach with modifications as needed.	Reteach with modifications as needed.	Reteach with modifications as needed.
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	Peer teaching and collaboration.	Peer teaching and collaboration.	Peer teaching and collaboration.	Peer teaching and collaboration.	Peer teaching and collaboration.
Technology Integration: How will the students use technology to help them master the objective.	Read-A-Loud	Read-A-Loud	Read-A-Loud	Read-A-Loud	Read-A-Loud

IN THE FOLLOWING PAGES:**ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED**

<u>ALL SCIENCE (S):</u> What is your resource plan for each of the 5 Es of inquiry-based science instruction? 1. Engage 2. Explore 3. Explain 4. Elaborate 5. Evaluate	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>	<u>Engage</u> <u>Explore</u> <u>Explain</u> <u>Elaborate</u> <u>Evaluate</u>
<u>ALL SCIENCE (S):</u> <i>(Multiple opportunities to engage in science, Makes sense of science content)</i> What is your plan to incorporate technology while incorporating the 5E instructional model? SUGGESTED OPPORTUNITIES FOR TECHNOLOGY Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials. <ul style="list-style-type: none"> • Interactivity: Studying Life (Savvas) • Interactivity: Prokaryotes and Eukaryotes (Savvas) • Interactivity: Multicellular Life (Savvas) • Interactive Video: Characteristics of Life (Savvas) • Nearpod Video: Viruses Flocabulary • Nearpod Video: Characteristics of Life with the Amoeba Sisters or YouTube Video: Characteristics of Life with the Amoeba Sisters • Nearpod Video: Viruses with the Amoeba Sisters or YouTube Video: Viruses with the Amoeba Sisters 					

<u>ALL MATH (S):</u> What manipulatives might be integrated into the lesson? What did you learn from using the manipulatives in advance of using them in class with students?	Calculators, counters and school/play money.	Calculators, counters and school/play money.	Calculators, counters and school/play money.	Calculators, counters and school/play money.	Calculators, counters and school/play money.
<u>ALGEBRA I:</u> What practice problems are you planning to use for the Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate portions of the lesson? What did you learn from working the problems in advance of using them in class with students? TEACHER PLANS: Components of the textbook's Instructional Design					
<u>GEOMETRY:</u> What activities/practice problems are you planning to use for Launch the Lesson, Explore It, Examples & Self-Assessment, and Practice portions of the lesson? What did you learn from working the problems in advance of using them in class with students? TEACHER PLANS: Components of the textbook's Instructional Design					
<u>ALGEBRA II:</u> What practice problems are you planning to use for the Launch, Explore & Develop, and Reflect & Practice portions of the lesson? What did you learn from working the problems in advance of using them in class with students? TEACHER PLANS: Components of the textbook's Instructional Design					

<p><u>ALL ELA (S):</u> What text(s) will be used for each phase of gradual release of responsibility? TEACHER PLANS: Phases of gradual release.</p> <p>Have you read and annotated the text(s)? (Show me) · What type of literary text or informational text will you use? · Did the text(s) come from the reading prescriptions? If not, why was this text chosen? · Is the text in the Wonders or myPerspectives curriculum? · What real life examples appear in the text or can be used to help students make meaning from the text? · What components of the text will be difficult for your students? · What is the flow of instruction? Is it aligned to the Gradual Release of Responsibility? Gradual Release Questions · Please show me your exemplar for the I Do. What will be modeled? · What will be done through partner work? Independently? · What student misconceptions are you anticipating and why?</p>					
<p><u>ALL ELA (S):</u> High-Quality Texts: Core Action 1 Focus each lesson on a high-quality text (or multiple texts). Text-Specific Questions: Core Action 2 Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.</p>	Read-A-Loud and teacher/peer support.	Read-A-Loud and teacher/peer support.	Read-A-Loud and teacher/peer support.	Read-A-Loud and teacher/peer support.	Read-A-Loud and teacher/peer support.