A blue and grey logo with claws

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

Monday, December 9 through Friday, December 13, 2024

**EDUCATOR’S NAME: Andrea L. Harris SUBJECT: Introduction to Entrepreneurship**

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Structure and routine**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Develop a Business Plan.**  **Chapter 3**  **Pages 64-93** | **Develop a Business Plan.**  **Chapter 3**  **Pages 64-93** | **Develop a Business Plan.**  **Chapter 3**  **Pages 64-93** | **Develop a Business Plan.**  **Chapter 3**  **Pages 64-93** | **Develop a Business Plan.**  **Chapter 3**  **Pages 64-93** |
| **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. | Standard 4.5--Elements of a Business Plan: Explain the importance of developing and organizing a successful business plan. Analyze the procedure for creating a business plan, identifying the proper format and key components of a business plan. | | | | |
| **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 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….** | --List and describe the basic elements of a business plan.  -List and describe the other elements of a business plan that capture readers’ attention and provide supporting information. | --List and describe the basic elements of a business plan.  -List and describe the other elements of a business plan that capture readers’ attention and provide supporting information. | --Describe resources available for researching your business plan.  --Name common mistakes to avoid in business planning. | --Describe resources available for researching your business plan.  --Name common mistakes to avoid in business planning. | --Describe resources available for researching your business plan.  --Name common mistakes to avoid in business planning. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | The teacher assumes students can use their experience as consumers to activate prior knowledge about the topics in Chapter 3. | The teacher assumes students can use their experience as consumers to activate prior knowledge about the topics in Chapter 3. | The teacher assumes students can use their experience as consumers to activate prior knowledge about the topics in Chapter 3. | The teacher assumes students can use their experience as consumers to activate prior knowledge about the topics in Chapter 3. | The teacher assumes students can use their experience as consumers to activate prior knowledge about the topics in Chapter 3 |
| **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. | Students will respond to a real-life or text dependent question related to the subject of entrepreneurship, marketing, or business. | Students will respond to a real-life or text dependent question related to the subject of entrepreneurship, marketing, or business. | Students will respond to a real-life or text dependent question related to the subject of entrepreneurship, marketing, or business. | Students will respond to a real-life or text-dependent question related to the subject of entrepreneurship, marketing, or business. | Students will respond to a real-life or text-dependent question related to the subject of entrepreneurship, marketing, or business. |
| **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. | 1. Bellwork  2. Discussion of bellwork.  3. Introduction of new material, continuation of previous day’s lesson, or review.  5. Classwork  6. Exit Ticket (if time permits)  (Times will vary depending on the topic.) | 1. Bellwork  2. Discussion of bellwork.  3. Introduction of new material, continuation of previous day’s lesson, or review.  5. Classwork  6. Exit Ticket (if time permits)  (Times will vary depending on the topic.) | 1. Bellwork  2. Discussion of bellwork.  3. Introduction of new material, continuation of previous day’s lesson, or review.  5. Classwork  6. Exit Ticket (if time permits)  (Times will vary depending on the topic.) | 1. Bellwork  2. Discussion of bellwork.  3. Introduction of new material, continuation of previous day’s lesson, or review.  5. Classwork  6. Exit Ticket (if time permits)  (Times will vary depending on the topic.) | 1. Bellwork  2. Discussion of bellwork.  3. Introduction of new material, continuation of previous day’s lesson, or review.  5. Classwork  6. Exit Ticket (if time permits)  (Times will vary depending on the topic.) |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | An explanation will be given of the lesson, including any real-world examples, if possible, to help students connect or engage. Then, I will go over the directions and expectations of the activity, clarifying if needed. | An explanation will be given of the lesson, including any real-world examples, if possible, to help students connect or engage. Then, I will go over the directions and expectations of the activity, clarifying if needed. | An explanation will be given of the lesson, including any real-world examples, if possible, to help students connect or engage. Then, I will go over the directions and expectations of the activity, clarifying if needed. | An explanation will be given of the lesson, including any real-world examples, if possible, to help students connect or engage. Then, I will go over the directions and expectations of the activity, clarifying if needed. | An explanation will be given of the lesson, including any real-world examples, if possible, to help students connect or engage. Then, I will go over the directions and expectations of the activity, clarifying if needed. |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | Students will work in pairs or groups on a task. Guidance will be available as the instructor facilitates the lesson. | Students will work in pairs or groups on a task. Guidance will be available as the instructor facilitates the lesson. | Students will work in pairs or groups on a task. Guidance will be available as the instructor facilitates the lesson. | Students will work in pairs or groups on a task. Guidance will be available as the instructor facilitates the lesson. | Students will work in pairs or groups on a task. Guidance will be available as the instructor facilitates the lesson. |
| **End of the lesson**  You Do  **Science:** Evaluate | Students will work in pairs or groups on a task. Guidance will be available as the instructor facilitates the lesson. | Students will work in pairs or groups on a task. Guidance will be available as the instructor facilitates the lesson. | Students will work independently as the teacher ensures students are on track. | Students will work independently as the teacher ensures students are on track. | Students will work independently as the teacher ensures students are on track. |
| **(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 will either turn in written classroom assignments or complete an exit ticket activity. | Students will either turn in written classroom assignments or complete an exit ticket activity. | Students will either turn in written classroom assignments or complete an exit ticket activity. | Students will either turn in written classroom assignments or complete an exit ticket activity. | Students will either turn in written classroom assignments or complete an exit ticket activity. |
| **SPED Modification(s):**  What modifications are being made to accommodate the students receiving special services? | Use differentiated instruction by giving modified assignments and/or extended time. | Use differentiated instruction by giving modified assignments and/or extended time. | Use differentiated instruction by giving modified assignments and/or extended time. | Use differentiated instruction by giving modified assignments and/or extended time. | Use differentiated instruction by giving modified assignments and/or extended time. |
| **ESL Modification(s):**  What modifications are being made to accommodate the students receiving special services? | Pair ESL with an English-speaking student, give a Spanish version of the assignment, and/or give more time to complete the assignments. | Pair ESL with an English-speaking student, give a Spanish version of the assignment, and/or give more time to complete the assignments. | Pair ESL with an English-speaking student, give a Spanish version of the assignment, and/or give more time to complete the assignments. | Pair ESL with an English-speaking student, give a Spanish version of the assignment, and/or give more time to complete the assignments. | Pair ESL with an English-speaking student, give a Spanish version of the assignment, and/or give more time to complete the 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. | Students will demonstrate proficiency by scoring well on assessments or demonstrating mastery in a manner determined by the instructor. | Students will demonstrate proficiency by scoring well on assessments or demonstrating mastery in a manner determined by the instructor. | Students will demonstrate proficiency by scoring well on assessments or demonstrating mastery in a manner determined by the instructor. | Students will demonstrate proficiency by scoring well on assessments or demonstrating mastery in a manner determined by the instructor. | Students will demonstrate proficiency by scoring well on assessments or demonstrating mastery in a manner determined by the instructor. |
| **Corrective Activity (s):**  What will I do if the student does not 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 mentoring, collaboration with other classmates. Read and prepare for other schoolwork. | Peer mentoring, collaboration with other classmates. Read and prepare for other schoolwork. | Peer mentoring, collaboration with other classmates. Read and prepare for other schoolwork. | Peer mentoring, collaboration with other classmates. Read and prepare for other schoolwork. | Peer mentoring, collaboration with other classmates. Read and prepare for other schoolwork. |
| **Technology Integration:**  How will the students use technology to help them master the objective? | Students could complete Quizizz, Nearpod, EverFi simulations, or other assignments about Entrepreneurship. | Students could complete Quizizz, Nearpod, EverFi simulations, or other assignments about Entrepreneurship. | Students could complete Quizizz, Nearpod, EverFi simulations, or other assignments about Entrepreneurship. | Students could complete Quizizz, Nearpod, EverFi simulations, or other assignments about Entrepreneurship. | Students could complete Quizizz, Nearpod, EverFi simulations, or other assignments about Entrepreneurship. |