**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. Bellwork2. 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. Bellwork2. 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. Bellwork2. 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. Bellwork2. 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. Bellwork2. 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. |