A blue and grey logo with claws

Description automatically generated **2025-2026 Weekly Lesson Planning Document**

Week of Monday, \_08/11/2025\_\_\_through Friday, \_\_08/15/2025\_\_\_

**EDUCATOR’S NAME:** \_\_\_Stornes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_English III\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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.) | **n/a**  **Grammar Monday** | **Declaration of Independence**  **Unit 1**  **p.18-23** | **Declaration of Independence**  **Unit 1**  **p.18-23** | **Declaration of Independence**  **Unit 1**  **p.18-23** | **Declaration of Independence**  **Unit 1**  **p.18-23** |
| **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. | 11-12.RI.KID.1 | | | | |
| **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….** | I can identify how language works  in different situations. | I can explain how specific details develop the  central idea. | I can explain how specific details develop the  central idea. | I can explain how specific details develop the  central idea. | I can explain how specific details develop the  central idea. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Go over the different parts of a sentence. | Make sure  students understand the grievances  that are the focus of the Declaration of  Independence. | Make sure  students understand the grievances  that are the focus of the Declaration of  Independence. | Encourage them to break the sentences down into smaller chunks and identify the meaning of unfamiliar words or phrases. | Encourage them to break the sentences down into smaller chunks and identify the meaning of unfamiliar words or phrases. |
| **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. | Which photo is real? Explain your reasoning. | How can you confirm that what you’re finding is credible? | How can you confirm that what you’re finding is credible? | Can you find the main clue that tells you what this post is? | Can you find the main clue that tells you what this post is? |
| **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 *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 Model * Item 4 Practice together * Item 5 Practice individually * Item 6 Exit ticket | * Do Now *(8 minutes)* * Review Learning Objective *( 2 minutes)* * Item 3 Read (10-15) * Item 4 Annotate (5) * Item 5 CFU (10) * Item 6 video (10) * Item 7 DOI activities (15) | * Do Now *(8 minutes)* * Review Learning Objective *( 2 minutes)* * Item 3 Read (10-15) * Item 4 Annotate (5) * Item 5 CFU (10) * Item 6 video (10) * Item 7 DOI activities (15) | * Do Now (8 minutes) * Review Learning Objective ( 2 minutes) * Item 3 Summary (15) * Item 4 video& discuss (10) * Item 5 DOI quiz (25) | * Do Now (8 minutes) * Review Learning Objective ( 2 minutes) * Item 3 Summary (15) * Item 4 video& discuss (10) * Item 5 DOI quiz (25) |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | Go over grammar notes.  Show tricky subject-verb scenarios | Read the text.  Stop to annotate the text.  Comprehension Check with questions | Read the text.  Stop to annotate the text.  Comprehension Check with questions |  |  |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | Complete questions #1-5 |  |  | Write a summary of the text.  Watch DOI video.  Write a summary of the text. | Write a summary of the text.  Watch DOI video.  Write a summary of the text. |
| **End of the lesson**  You Do  **Science:** Evaluate | Complete the rest of the questions.  Go over answers as a class. |  |  | Complete DOI activities #1-5  Take quiz over DOI | Complete DOI activities #1-5  Take quiz over DOI |
| **(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. |  | Exit ticket | Exit ticket | Exit ticket | Exit ticket |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Extra time  Pair with a peer | Extra time  Pair with a peer | Extra time  Pair with a peer | Extra time  Pair with a peer | Extra time  Pair with a peer |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Extra time  Pair with a peer | Extra time  Pair with a peer | Extra time  Pair with a peer | Extra time  Pair with a peer | Extra time  Pair with a peer |
| **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. | Answers to the questions on the exit ticket | Answers to the questions on the exit ticket | Answers to the questions on the exit ticket | The written assessment | The written assessment |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | **Circle back to the skill next Monday** | Work in pairs and go through the text line by line, paraphrasing as they read aloud. | Work in pairs and go through the text line by line, paraphrasing as they read aloud. | Direct students back to their annotations and notes that were taken in class. | Direct students back to their annotations and notes that were taken in class. |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? | **Create 5 practice questions for the skill learned in class.** | Write a one-page response in which you argue your side of an issue that affects your school or community. | Write a one-page response in which you argue your side of an issue that affects your school or community. | Create a visual representation of the document’s ideas. | Create a visual representation of the document’s ideas. |
| **Technology Integration:**  How will the students use technology to help them master the objective. | **Students can practice the skills learned in class at home.** | Students can relisten to the text at home. | Students can relisten to the text at home. | Students can relisten to the text at home. | Students can relisten to the text at home. |