**Teachers/Grade Level**

**Reviewed by Date/Time of Review**

**Plans for the Week of**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **EVIDENT** | **NOT EVIDENT** | **COMMENTS** |
| **Content plans submitted on time** |  |  |  |
| **ILT plans submitted on time** |  |  |  |
| **ILT plans address individual student needs** |  |  |  |
| **Plans are aligned to standards** |  |  |  |
| **Plans include appropriate essential questions** |  |  |  |
| **Plans are rigorous** |  |  |  |
| **Reading Wonders is utilized in 80% of lessons** |  |  |  |
| **EnVision Math is utilized in 80% of lessons** |  |  |  |
| **Plans include differentiated instruction** |  |  |  |
| **Plans include technology integration** |  |  |  |

**Additional Comments:**

**Teachers/Grade Level 1st**

**Reviewed by Brooks Date/Time of Review 8/16/15**

**Plans for the Week of 2nd Week**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **EVIDENT** | **NOT EVIDENT** | **COMMENTS** |
| **Content plans submitted on time** |  | X | Technical Problems |
| **ILT plans submitted on time** |  | X | Technical Problems |
| **ILT plans address individual student needs** | X |  |  |
| **Plans are aligned to standards** | X |  |  |
| **Plans include appropriate essential questions** | X |  |  |
| **Plans are rigorous** | X |  | The students will enjoy the role play opportunities. |
| **Reading Wonders is utilized in 80% of lessons** | X |  |  |
| **EnVision Math is utilized in 80% of lessons** |  |  |  |
| **Plans include differentiated instruction** | X |  |  |
| **Plans include technology integration** | X |  |  |

**Additional Comments:**

* First grade plans are off to a great start! Consider being more specific in what you want students to be able to do in the closing. For example, students will share what they learned about what to do when they want to speak. It’s ok to look for different things each day. You are checking for students’ understanding of the concepts you taught.
* The ILT plans definitely reflect the individual writing needs in first grade. I look forward to the wonderful progress your students will make in writing.

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| --- | --- | --- | --- | --- |
| Fox Elementary School | Subject: Reading and English Language Arts | Teacher: Zurita | Date: | Unit: |
| POWER STANDARD: | | | | |
| **SUPPORTING STANDARDS:** | | | | |
| **OBJECTIVES:** | | | | |
| **ASSESSMENT** “Begin with the End in Mind”  How will you know whether your students have made progress toward the objective? How and when will you assess mastery? | | PRE-TEST: Students will take the MCSD Sight word and phonics assessments this week  MID-POINT CHECK:  SUMMATIVE ASSESSMENT: | | |
| **ESSENTIAL QUESTION(S)**  A higher order question that is directly derived from the benchmark, introduced at the beginning of the lesson, discussed throughout the lesson, and answered by students at the end of the lesson to show understanding of the concepts taught. | | Weekly Concept: Rituals and Routines  Essential Question: Why are rules important? | | |
| **HIGHER ORDER QUESTIONS** (3-5)  What questions will be answered to provoke higher order thinking and include Moderate to High DOK Complexity Levels? What would the ideal student response be for each question? What type of collaborative structure will you use so all students are engaged? | | How will following rules in the classroom effect your education?  What goals do you have for learning this year?  Discuss and Devise a plan for meeting your goals? | | |
| **Collaborative Structures:** Keeping students actively engaged using appropriate/accountable learning behaviors. | | Turn and Talk  Think, Pair, Share,  Partner Work  Quick Writes  Random Sticks  Collaborative Conversations | | |
| Student Tiers:  Student tiers are based upon Quarter Benchmark Assessments, Reading Wonders Assessments, DRA Scores, Classroom Performance, and Achieve 3000/Smarty Ants diagnostic reports. Groups are fluid based upon student progress. | | Tier 1: On grade level  Tier 2: Developing slightly below grade level  Tier 3: Below grade level and receiving interventions | | |
| Lesson Plan Non-Negotiables | | | | |
| INTRODUCTION  Set the purpose of the lesson.   * Introduce or review the Essential Question. * Explain the relevance of lesson and the importance of learning the concept.   Introduce important vocabulary using the word wall as an interactive learning tool. | | | | |
| MODELING “I DO”  Explicitly model exactly what students are expected to do during shared practice, guided practice and eventually during independent work.   * Conduct a think aloud while modeling the steps to completing an activity or solving a problem. * Model the use of reading comprehension strategies.   Model the use of a graphic organizer or interactive journal entry. | | | | |
| GUIDED PRACTICE “WE DO”  Provide students support while they try doing what was modeled to them.   * Perform checks for understanding. List the questions that you will ask to check for understanding. * Use questioning techniques such as re-directing, wait-time and prompting.   Encourage student accountable talk during discussion. | | | | |
| COLLABORATIVE PRACTICE “THEY DO”  Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the shared portion of the lesson.   * Incorporate the use of a collaborative strategy in small groups.   Circulate throughout the room and provide guidance to each group as needed. | | | | |
| INDEPENDENT PRACTICE “YOU DO”  Allow students the opportunity to independently practice what was learned throughout the lesson.  Differentiate your instruction to reach the diversity of learners in your classroom:   * Pull small groups or individuals for more intensive support. * Assign students independent work that is directly aligned with the “I Do” and “We Do” portions of the lesson.   Provide above-level students with extended practice through the use of higher level activities.   1. Students who need extra support will… 2. Students who are working on level and independently will… 3. Students who need to be challenged or finish early will… | | | | |
| CLOSURE  Wrap up the lesson and help students organize the information learned into a meaningful context.   * Have students answer the Essential Question in writing.   Help students connect today’s learning to their bigger goal in the course. | | | | |
| **Monday** | **Vocabulary** | **Phonics/Word Work** | **Comprehension** | **Writing** |
| INTRODUCTION |  | | | |
| MODELING |  |  |  |  |
| GUIDED PRACTICE |  |  |  |  |
| COLLABORATIVE PRACTICE |  |  |  |  |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **Tuesday** | **Vocabulary** | Phonics/Word Work | **Comprehension** | **Writing** |
| INTRODUCTION |  | | | |
| MODELING |  |  |  |  |
| GUIDED PRACTICE |  |  |  |  |
| COLLABORATIVE PRACTICE |  |  |  |  |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **Wednesday** | **Vocabulary** | Phonics/Word Work | **Comprehension** | **Writing** |
| INTRODUCTION |  | | | |
| MODELING |  |  |  |  |
| GUIDED PRACTICE |  |  |  |  |
| COLLABORATIVE PRACTICE |  |  |  |  |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **Thursday** | **Vocabulary** | Phonics/Word Work | **Comprehension** | **Writing** |
| INTRODUCTION |  | | | |
| MODELING |  |  |  |  |
| GUIDED PRACTICE |  |  |  |  |
| COLLABORATIVE PRACTICE |  |  |  |  |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **Friday** | **Vocabulary** | Phonics/Word Work | **Comprehension** | **Writing** |
| INTRODUCTION |  | | | |
| MODELING |  |  |  |  |
| GUIDED PRACTICE |  |  |  |  |
| COLLABORATIVE PRACTICE |  | | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |

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| **CENTER ROTATIONS** | | | | |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Center Rotation 1: Teacher-Led (Secondary Benchmark)**  **Center Rotation 2: Practice- eyes on text and writing to answer HOT questions**  **Center Rotation 3:Technology (Reading Wonders My Binder, Achieve 3000, Smarty Ants, Moby Max (Math)**  **Center Rotation 4: Independent – practice a previously taught skill from last week’s lesson** | | | | |
|  |  |  |  |  |
| **HOME-LEARNING**  How will students practice what they learned? How will opportunities be provided for students to maintain mastery of previously mastered skills/concepts? | | | | |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  |  |  | Have a good and safe weekend. |

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| Fox Elementary School | Subject: Mathematics | Teacher: | Date: | Unit: Review |
| **POWER STANDARD:** | | | | |
| **SUPPORTING STANDARDS:** | | | | |
| **OBJECTIVES:** | | | | |
| **ASSESSMENT** “Begin with the End in Mind”  How will you know whether your students have made progress toward the objective? How and when will you assess mastery? | | PRE-TEST:  MID-POINT CHECK:  SUMMATIVE ASSESSMENT: | | |
| **ESSENTIAL QUESTION(S)**  A higher order question that is directly derived from the benchmark, introduced at the beginning of the lesson, discussed throughout the lesson, and answered by students at the end of the lesson to show understanding of the concepts taught. | |  | | |
| **HIGHER ORDER QUESTIONS** (3-5)  What questions will be answered to provoke higher order thinking and include Moderate to High DOK Complexity Levels? What would the ideal student response be for each question? What type of collaborative structure will you use so all students are engaged? | | DOK1:  DOK2:  DOK3:  DOK4: | | |
| **Collaborative Structures:** Keeping students actively engaged using appropriate/accountable learning behaviors. | | Turn and Talk  Think, Pair, Share,  Partner Work  Quick Writes  Random Sticks  Collaborative Conversations | | |
| Student Tiers:  Student tiers are based upon Quarter Benchmark Assessments, Envision Assessments, Classroom Performance, and Moby Max diagnostic reports. Groups are fluid based upon student progress. | | Tier 1: On grade level  Tier 2: Developing slightly below grade level  Tier 3: Below grade level and receiving interventions | | |
| Lesson Plan Non-Negotiables | | | | |
| INTRODUCTION  Set the purpose of the lesson.   * Introduce or review the Essential Question. * Explain the relevance of lesson and the importance of learning the concept.   Introduce important vocabulary using the word wall as an interactive learning tool. | | | | |
| MODELING “I DO”  Explicitly model exactly what students are expected to do during shared practice, guided practice and eventually during independent work.   * Conduct a think aloud while modeling the steps to completing an activity or solving a problem. * Model the use of reading comprehension strategies.   Model the use of a graphic organizer or interactive journal entry. | | | | |
| GUIDED PRACTICE “WE DO”  Provide students support while they try doing what was modeled to them.   * Perform checks for understanding. List the questions that you will ask to check for understanding. * Use questioning techniques such as re-directing, wait-time and prompting.   Encourage student accountable talk during discussion. | | | | |
| COLLABORATIVE PRACTICE “THEY DO”  Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the shared portion of the lesson.   * Incorporate the use of a collaborative strategy in small groups.   Circulate throughout the room and provide guidance to each group as needed. | | | | |
| INDEPENDENT PRACTICE “YOU DO”  Allow students the opportunity to independently practice what was learned throughout the lesson.  Differentiate your instruction to reach the diversity of learners in your classroom:   * Pull small groups or individuals for more intensive support. * Assign students independent work that is directly aligned with the “I Do” and “We Do” portions of the lesson.   Provide above-level students with extended practice through the use of higher level activities.   1. Students who need extra support will… 2. Students who are working on level and independently will… 3. Students who need to be challenged or finish early will… | | | | |
| CLOSURE  Wrap up the lesson and help students organize the information learned into a meaningful context.   * Have students answer the Essential Question in writing.   Help students connect today’s learning to their bigger goal in the course. | | | | |
| **Monday** | **Spiral Review** | **Number Talk** | **Mini Lesson** | |
| INTRODUCTION |  |  | Essential Question- | |
| MODELING |  |  |  | |
| GUIDED PRACTICE |  |  |  | |
| COLLABORATIVE PRACTICE | Group 1:  Group 2:  Group 3: | | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **Tuesday** | **Spiral Review** | **Number Talk** | **Mini Lesson** | |
| INTRODUCTION |  |  | Essential Question- | |
| MODELING |  |  |  | |
| GUIDED PRACTICE |  |  |  | |
| COLLABORATIVE PRACTICE | Group 1:  Group 2:  Group 3: | | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **Wednesday** | **Spiral Review** | **Number Talk** | **Mini Lesson** | |
| INTRODUCTION |  |  | Essential Question- | |
| MODELING |  |  |  | |
| GUIDED PRACTICE |  |  |  | |
| COLLABORATIVE PRACTICE | Group 1:  Group 2: Students will work on differentiated activities on Moby Max  Group 3: | | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **Thursday** | **Spiral Review** | **Number Talk** | **Mini Lesson** | |
| INTRODUCTION |  |  | Essential Question- | |
| MODELING |  |  |  | |
| GUIDED PRACTICE |  |  |  | |
| COLLABORATIVE PRACTICE | Group 1:  Group 2:  Group 3: | | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **Friday** | **Spiral Review** | **Number Talk** | **Mini Lesson** | |
| INTRODUCTION |  |  | Essential Question- | |
| MODELING |  |  |  | |
| GUIDED PRACTICE |  |  |  | |
| COLLABORATIVE PRACTICE | Group 1:  Group 2:  Group 3: | | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |

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| --- | --- | --- | --- | --- |
| **CENTER ROTATIONS** | | | | |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Center Rotation 1: Teacher-Led (Secondary Benchmark)**  **Center Rotation 2: Practice- eyes on text and writing to answer HOT questions**  **Center Rotation 3:Technology (Reading Wonders My Binder, Achieve 3000, Smarty Ants, Moby Max (Math)**  **Center Rotation 4: Independent – practice a previously taught skill from last week’s lesson** | | | | |
| **1.)**Moby Max- differentiated instruction  **2.)**Teacher Table-See above  **3.)**Independent/paired work assignment-see above | **1.)**Moby Max- differentiated instruction  **2.)**Teacher Table-See above  **3.)**Independent/ paired work assignment-see above | **1.)**Moby Max- differentiated instruction  **2.)**Teacher Table-See above  **3.)**Independent/ paired work assignment-see above | **1.)**Moby Max- differentiated instruction  **2.)**Teacher Table-See above  **3.)**Independent/ paired work assignment-see above | **1.)**Moby Max- differentiated instruction  **2.)**Teacher Table-See above  **3.)**Independent/ paired work assignment-see above |
| **HOME-LEARNING**  How will students practice what they learned? How will opportunities be provided for students to maintain mastery of previously mastered skills/concepts? | | | | |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
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| --- | --- | --- | --- | --- |
| Fox Elementary School | Subject: Science | Teacher: Zurita | Date: | Unit: |
| **POWER STANDARD:** | | | | |
| **SUPPORTING STANDARDS:** | | | | |
| **OBJECTIVES:** | | | | |
| **ASSESSMENT** “Begin with the End in Mind”  How will you know whether your students have made progress toward the objective? How and when will you assess mastery? | | PRE-TEST:  MID-POINT CHECK:  SUMMATIVE ASSESSMENT: | | |
| **ESSENTIAL QUESTION(S)**  A higher order question that is directly derived from the benchmark, introduced at the beginning of the lesson, discussed throughout the lesson, and answered by students at the end of the lesson to show understanding of the concepts taught. | |  | | |
| **HIGHER ORDER QUESTIONS** (3-5)  What questions will be answered to provoke higher order thinking and include Moderate to High DOK Complexity Levels? What would the ideal student response be for each question? What type of collaborative structure will you use so all students are engaged? | |  | | |
| **Collaborative Structures:** Keeping students actively engaged using appropriate/accountable learning behaviors. | | Turn and Talk  Think, Pair, Share,  Partner Work  Quick Writes  Random Sticks  Collaborative Conversations | | |
| Student Tiers:  Student tiers are based upon Quarter Benchmark Assessments, Reading Wonders Assessments, DRA Scores, Classroom Performance, and Achieve 3000/Smarty Ants diagnostic reports. Groups are fluid based upon student progress. | | Tier 1: On grade level  Tier 2: Developing slightly below grade level  Tier 3: Below grade level and receiving interventions | | |
| Lesson Plan Non-Negotiables | | | | |
| INTRODUCTION  Set the purpose of the lesson.   * Introduce or review the Essential Question. * Explain the relevance of lesson and the importance of learning the concept.   Introduce important vocabulary using the word wall as an interactive learning tool. | | | | |
| MODELING “I DO”  Explicitly model exactly what students are expected to do during shared practice, guided practice and eventually during independent work.   * Conduct a think aloud while modeling the steps to completing an activity or solving a problem. * Model the use of reading comprehension strategies.   Model the use of a graphic organizer or interactive journal entry. | | | | |
| GUIDED PRACTICE “WE DO”  Provide students support while they try doing what was modeled to them.   * Perform checks for understanding. List the questions that you will ask to check for understanding. * Use questioning techniques such as re-directing, wait-time and prompting.   Encourage student accountable talk during discussion. | | | | |
| COLLABORATIVE PRACTICE “THEY DO”  Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the shared portion of the lesson.   * Incorporate the use of a collaborative strategy in small groups.   Circulate throughout the room and provide guidance to each group as needed. | | | | |
| INDEPENDENT PRACTICE “YOU DO”  Allow students the opportunity to independently practice what was learned throughout the lesson.  Differentiate your instruction to reach the diversity of learners in your classroom:   * Pull small groups or individuals for more intensive support. * Assign students independent work that is directly aligned with the “I Do” and “We Do” portions of the lesson.   Provide above-level students with extended practice through the use of higher level activities.   1. Students who need extra support will… 2. Students who are working on level and independently will… 3. Students who need to be challenged or finish early will… | | | | |
| CLOSURE  Wrap up the lesson and help students organize the information learned into a meaningful context.   * Have students answer the Essential Question in writing.   Help students connect today’s learning to their bigger goal in the course. | | | | |
| **Monday** | **Spiral Review** | Lesson | | |
| INTRODUCTION |  | Essential Question: | | |
| MODELING |  |  | | |
| GUIDED PRACTICE |  |  | | |
| COLLABORATIVE PRACTICE |  |  | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **Tuesday** | **Spiral Review** | Lesson | | |
| INTRODUCTION |  | Essential Question: | | |
| MODELING |  |  | | |
| GUIDED PRACTICE |  |  | | |
| COLLABORATIVE PRACTICE |  |  | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **Wednesday** | **Spiral Review** | Lesson | | |
| INTRODUCTION |  | Essential Question: | | |
| MODELING |  |  | | |
| GUIDED PRACTICE |  |  | | |
| COLLABORATIVE PRACTICE |  |  | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **Thursday** | **Spiral Review** | Lesson | | |
| INTRODUCTION |  | Essential Question: | | |
| MODELING |  |  | | |
| GUIDED PRACTICE |  |  | | |
| COLLABORATIVE PRACTICE |  |  | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **Friday** | **Spiral Review** | Lesson | | |
| INTRODUCTION |  | Essential Question: | | |
| MODELING |  |  | | |
| GUIDED PRACTICE |  |  | | |
| COLLABORATIVE PRACTICE |  |  | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| **HOME-LEARNING**  How will students practice what they learned? How will opportunities be provided for students to maintain mastery of previously mastered skills/concepts? | | | | |
| **MONDAY** | **TUESDAY** | WEDNESDAY | THURSDAY | FRIDAY |
|  |  |  |  |  |
| Fox Elementary School | Subject: Social Studies | Teacher: Zurita | Date: | Unit: |
| POWER STANDARD: | | | | |
| SUPPORTING STANDARDS: | | | | |
| OBJECTIVES: | | | | |
| ASSESSMENT “Begin with the End in Mind”  How will you know whether your students have made progress toward the objective? How and when will you assess mastery? | | PRE-TEST:  MID-POINT CHECK:  SUMMATIVE ASSESSMENT: | | |
| ESSENTIAL QUESTION(S)  A higher order question that is directly derived from the benchmark, introduced at the beginning of the lesson, discussed throughout the lesson, and answered by students at the end of the lesson to show understanding of the concepts taught. | |  | | |
| HIGHER ORDER QUESTIONS (3-5)  What questions will be answered to provoke higher order thinking and include Moderate to High DOK Complexity Levels? What would the ideal student response be for each question? What type of collaborative structure will you use so all students are engaged? | | Ideas Questions and Students’ Responses | | |
| Collaborative Structures: Keeping students actively engaged using appropriate/accountable learning behaviors. | | Turn and Talk  Think, Pair, Share,  Partner Work  Quick Writes  Random Sticks  Collaborative Conversations | | |
| Student Tiers:  Student tiers are based upon Quarter Benchmark Assessments, Reading Wonders Assessments, DRA Scores, Classroom Performance, and Achieve 3000/Smarty Ants diagnostic reports. Groups are fluid based upon student progress. | | Tier 1: On grade level  Tier 2: Developing slightly below grade level  Tier 3: Below grade level and receiving interventions | | |
| Lesson Plan Non-Negotiables | | | | |
| INTRODUCTION  Set the purpose of the lesson.   * Introduce or review the Essential Question. * Explain the relevance of lesson and the importance of learning the concept.   Introduce important vocabulary using the word wall as an interactive learning tool. | | | | |
| MODELING “I DO”  Explicitly model exactly what students are expected to do during shared practice, guided practice and eventually during independent work.   * Conduct a think aloud while modeling the steps to completing an activity or solving a problem. * Model the use of reading comprehension strategies.   Model the use of a graphic organizer or interactive journal entry. | | | | |
| GUIDED PRACTICE “WE DO”  Provide students support while they try doing what was modeled to them.   * Perform checks for understanding. List the questions that you will ask to check for understanding. * Use questioning techniques such as re-directing, wait-time and prompting.   Encourage student accountable talk during discussion. | | | | |
| COLLABORATIVE PRACTICE “THEY DO”  Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the shared portion of the lesson.   * Incorporate the use of a collaborative strategy in small groups.   Circulate throughout the room and provide guidance to each group as needed. | | | | |
| INDEPENDENT PRACTICE “YOU DO”  Allow students the opportunity to independently practice what was learned throughout the lesson.  Differentiate your instruction to reach the diversity of learners in your classroom:   * Pull small groups or individuals for more intensive support. * Assign students independent work that is directly aligned with the “I Do” and “We Do” portions of the lesson.   Provide above-level students with extended practice through the use of higher level activities.   1. Students who need extra support will… 2. Students who are working on level and independently will… 3. Students who need to be challenged or finish early will… | | | | |
| CLOSURE  Wrap up the lesson and help students organize the information learned into a meaningful context.   * Have students answer the Essential Question in writing.   Help students connect today’s learning to their bigger goal in the course. | | | | |
| Monday | Spiral Review | Lesson | | |
| INTRODUCTION |  | Essential Question: | | |
| MODELING |  |  | | |
| GUIDED PRACTICE |  |  | | |
| COLLABORATIVE PRACTICE |  |  | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| Tuesday | Spiral Review | Lesson | | |
| INTRODUCTION |  | Essential Question: | | |
| MODELING |  |  | | |
| GUIDED PRACTICE |  |  | | |
| COLLABORATIVE PRACTICE |  |  | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| Wednesday | Spiral Review | Lesson | | |
| INTRODUCTION |  | Essential Question: | | |
| MODELING |  |  | | |
| GUIDED PRACTICE |  |  | | |
| COLLABORATIVE PRACTICE |  |  | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| Thursday | Spiral Review | Lesson | | |
| INTRODUCTION |  | Essential Question: | | |
| MODELING |  |  | | |
| GUIDED PRACTICE |  |  | | |
| COLLABORATIVE PRACTICE |  |  | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| Friday | Spiral Review | Lesson | | |
| INTRODUCTION |  | Essential Question: | | |
| MODELING |  |  | | |
| GUIDED PRACTICE |  |  | | |
| COLLABORATIVE PRACTICE |  |  | | |
| INDEPENDENT PRACTICE |  | | | |
| CLOSURE |  | | | |
| HOME-LEARNING  How will students practice what they learned? How will opportunities be provided for students to maintain mastery of previously mastered skills/concepts? | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|  |  |  |  |  |

**WEEK OF:** *Click here to enter a date.* **SMALL GROUP with Teacher**

Teacher: Grade:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | | | | |
| iii | Group 1 | Group 2 | Group 3 | Group 4 |
| Students:  Subject:  Skill:  Activity: *(Explicit)* | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) |

ESOL Strategies:

ESE Strategies:

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| --- | --- | --- | --- | --- |
| **Tuesday** | | | | |
| iii | Group 1 | Group 2 | Group 3 | Group 4 |
| Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) |

ESOL Strategies:

ESE Strategies:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Wednesday** | | | | |
| iii | Group 1 | Group 2 | Group 3 | Group 4 |
| Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) |

ESOL Strategies:

ESE Strategies:

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| **Thursday** | | | | |
| iii | Group 1 | Group 2 | Group 3 | Group 4 |
| Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) |

ESOL Strategies:

ESE Strategies:

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| **Friday** | | | | |
| iii | Group 1 | Group 2 | Group 3 | Group 4 |
| Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) | Students:  Subject:  Skill:  Activity: (Explicit) |

ESOL Strategies:

ESE Strategies:

Teacher Notes:

**WEEK OF:** *Click here to enter a date.* **CENTER ACTIVITY PLANS**

Teacher: Grade:

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| --- | --- | --- | --- |
| **Monday** | | | |
| Center 1 | Center 2 | Center 3 | Center 4 *(Use if needed)* |
| Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: |

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| **Tuesday** | | | |
| Center 1 | Center 2 | Center 3 | Center 4 *(Use if needed)* |
| Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: |

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| **Wednesday** | | | |
| Center 1 | Center 2 | Center 3 | Center 4 *(Use if needed)* |
| Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: |

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| **Thursday** | | | |
| Center 1 | Center 2 | Center 3 | Center 4 *(Use if needed)* |
| Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: |

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| **Friday** | | | |
| Center 1 | Center 2 | Center 3 | Center 4 *(Use if needed)* |
| Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: | Students:  Skill:  Activity: (Explicit)  Accountability Product:  AR Time: |

Teacher Notes: