A blue and grey logo with claws

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

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday, 8/26/24 through Friday, 8/30/24

**EDUCATOR’S NAME:** Ms. L. Newberry, Dr. C. Hess- Taylor, Ms. K. Jones, Ms. L. Lyon **SUBJECT:** ELA, Math

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| Read the text(s) for this lesson and answer complete the associated questions/tasks. | **Analyzing Key Ideas in Text** | **Analyzing Key Ideas in Text** | **Analyzing Key Ideas in Text** | **Analyzing Key Ideas in Text** | **Analyzing Key Ideas in Text** |
| **TN Standard(s):**  Which State Standard is your lesson addressing? | 6.RI.KID.3 Analyze how and why individuals, events, and ideas develop ad interact over the course of a text  6.RI.KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas | | | | |
| **Objective (s):**  What specifically should students be able to do at the end of the lesson? | I can analyze how an author develops a key individual, event, idea in informational text through facts, examples, and anecdotes.  I can analyze how and why individuals, events, and ideas develop ad interact over the course of a text  I can identify and connect supporting details in a text. | I can analyze how an author develops a key individual, event, idea in informational text through facts, examples, and anecdotes.  I can analyze how and why individuals, events, and ideas develop ad interact over the course of a text  I can identify and connect supporting details in a text. | I can analyze how an author develops a key individual, event, idea in informational text through facts, examples, and anecdotes.  I can analyze how and why individuals, events, and ideas develop ad interact over the course of a text  I can identify and connect supporting details in a text. | I can analyze how an author develops a key individual, event, idea in informational text through facts, examples, and anecdotes.  I can analyze how and why individuals, events, and ideas develop ad interact over the course of a text  I can identify and connect supporting details in a text. | I can analyze how an author develops a key individual, event, idea in informational text through facts, examples, and anecdotes.  I can analyze how and why individuals, events, and ideas develop ad interact over the course of a text  I can identify and connect supporting details in a text. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Students are not yet able to recognize anecdotes and examples as support of key ideas in a text.  Students do not yet understand the way ideas are elaborated on in a text.  Students are not yet able to connect a key individual, event or idea with the details, anecdotes, or examples that support it. | Students are not yet able to recognize anecdotes and examples as support of key ideas in a text.  Students do not yet understand the way ideas are elaborated on in a text.  Students are not yet able to connect a key individual, event or idea with the details, anecdotes, or examples that support it. | Students are not yet able to recognize anecdotes and examples as support of key ideas in a text.  Students do not yet understand the way ideas are elaborated on in a text.  Students are not yet able to connect a key individual, event or idea with the details, anecdotes, or examples that support it. | Students are not yet able to recognize anecdotes and examples as support of key ideas in a text.  Students do not yet understand the way ideas are elaborated on in a text.  Students are not yet able to connect a key individual, event or idea with the details, anecdotes, or examples that support it. | Students are not yet able to recognize anecdotes and examples as support of key ideas in a text.  Students do not yet understand the way ideas are elaborated on in a text.  Students are not yet able to connect a key individual, event or idea with the details, anecdotes, or examples that support it. . |
| **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. | Journal Vocabulary  Students are introduced to the Word of the day. They will read, write and discuss the word and the part of speech. Work with students on completing writing activity using the daily word. (i.e., short paragraph, explanation,  description) | Journal Vocabulary  Students are introduced to the Word of the day. They will read, write and discuss the word and the part of speech. Work with students on completing writing activity using the daily word. (i.e., short paragraph, explanation,  description) | Journal Vocabulary  Students are introduced to the Word of the day. They will read, write and discuss the word and the part of speech. Work with students on completing writing activity using the daily word. (i.e., short paragraph, explanation,  description) | Journal Vocabulary  Students are introduced to the Word of the day. They will read, write and discuss the word and the part of speech. Work with students on completing writing activity using the daily word. (i.e., short paragraph, explanation,  description) | Journal Vocabulary  Students are introduced to the Word of the day. They will read, write and discuss the word and the part of speech. Work with students on completing writing activity using the daily word. (i.e., short paragraph, explanation,  description) |
| **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 *15* * Review Learning Objective Approx. *40 Minutes* | * Do Now *(8 minutes)* * Review Learning Objective Approx. *40 Minutes* | * Do Now *(8 minutes)* * Review Learning Objective Approx. *40 Minutes* | * Do Now *(8 minutes)* * Review Learning Objective Approx. *40 Minutes* | * Do Now *(8 minutes)* * Review Learning Objective Approx. *40 Minutes* |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | **Introduce elaboration. TW explain that when authors elaborate on an idea in a text, they use examples or anecdotes to tell more about the idea. TW tell students that they will work on a lesson about analyzing key ideas in a text. Ask students to describe what facts and supporting details are. Explain that authors expand and elaborate on their ideas using examples and anecdotes. Explain what an anecdote is. Present students with two statements and ask students which is a key idea and which is a detail** | **Introduce elaboration. TW explain that when authors elaborate on an idea in a text, they use examples or anecdotes to tell more about the idea. TW tell students that they will work on a lesson about analyzing key ideas in a text. Ask students to describe what facts and supporting details are. Explain that authors expand and elaborate on their ideas using examples and anecdotes. Explain what an anecdote is. Present students with two statements and ask students which is a key idea and which is a detail** | **Introduce elaboration. TW explain that when authors elaborate on an idea in a text, they use examples or anecdotes to tell more about the idea. TW tell students that they will work on a lesson about analyzing key ideas in a text. Ask students to describe what facts and supporting details are. Explain that authors expand and elaborate on their ideas using examples and anecdotes. Explain what an anecdote is. Present students with two statements and ask students which is a key idea and which is a detail** | **Introduce elaboration. TW explain that when authors elaborate on an idea in a text, they use examples or anecdotes to tell more about the idea. TW tell students that they will work on a lesson about analyzing key ideas in a text. Ask students to describe what facts and supporting details are. Explain that authors expand and elaborate on their ideas using examples and anecdotes. Explain what an anecdote is. Present students with two statements and ask students which is a key idea and which is a detail** | **Introduce elaboration. TW explain that when authors elaborate on an idea in a text, they use examples or anecdotes to tell more about the idea. TW tell students that they will work on a lesson about analyzing key ideas in a text. Ask students to describe what facts and supporting details are. Explain that authors expand and elaborate on their ideas using examples and anecdotes. Explain what an anecdote is. Present students with two statements and ask students which is a key idea and which is a detail** |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | **Read the paragraph and instruction about anecdotes. Then have students read the text. Student will circle the person mentioned in the text and underline the anecdote. Students will share other articles they have read that included facts, examples, and anecdotes. Students may also mention a chapter in a textbook, or article.** | **Read the paragraph and instruction about anecdotes. Then have students read the text. Student will circle the person mentioned in the text and underline the anecdote. Students will share other articles they have read that included facts, examples, and anecdotes. Students may also mention a chapter in a textbook, or article** | **Read the paragraph and instruction about anecdotes. Then have students read the text. Student will circle the person mentioned in the text and underline the anecdote. Students will share other articles they have read that included facts, examples, and anecdotes. Students may also mention a chapter in a textbook, or article** | **Read the paragraph and instruction about anecdotes. Then have students read the text. Student will circle the person mentioned in the text and underline the anecdote. Students will share other articles they have read that included facts, examples, and anecdotes. Students may also mention a chapter in a textbook, or article** | **Read the paragraph and instruction about anecdotes. Then have students read the text. Student will circle the person mentioned in the text and underline the anecdote. Students will share other articles they have read that included facts, examples, and anecdotes. Students may also mention a chapter in a textbook, or article** |
| **End of the lesson**  You Do  **Science:** Evaluate | **In the five sentences, underline the antecedent.** | **Each sentence has an underlined word, tell if the word is the antecedent.** | **Develop three sentences and underline the antecedents.** | **Develop five sentences and underline the antecedent.** | **Write brief paragraph that evaluates the use of antecedents. Are antecedent really necessary to the writing process. Why?** |
| **(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. | **Encourage students to analyze details, examples and anecdotes in other informational text to learn how they connect and why the author may have included them.** | **Encourage students to analyze details, examples and anecdotes in other informational text to learn how they connect and why the author may have included them.** | **Encourage students to analyze details, examples and anecdotes in other informational text to learn how they connect and why the author may have included them.** | **Encourage students to analyze details, examples and anecdotes in other informational text to learn how they connect and why the author may have included them.** | **Encourage students to analyze details, examples and anecdotes in other informational text to learn how they connect and why the author may have included them.** |
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| **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. |  |  |  |  |  |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | **Reteach in small group (on a lower grade level) how students can identify and explain relationships between and among ideas and events.** | **Reteach in small group (on a lower grade level) how students can identify and explain relationships between and among ideas and events.** | **Reteach in small group (on a lower grade level) how students can identify and explain relationships between and among ideas and events.** | **Reteach in small group (on a lower grade level) how students can identify and explain relationships between and among ideas and events.** | **Reteach in small group (on a lower grade level) how students can identify and explain relationships between and among ideas and events.** |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? |  |  |  |  |  |
| **Technology Integration:**  How will the students use technology to help them master the objective. | **Students will complete I Ready lessons that expand more on the objectives and standards.** | **Students will complete I Ready lessons that expand more on the objectives and standards.** | **Students will complete I Ready lessons that expand more on the objectives and standards.** | **Students will complete I Ready lessons that expand more on the objectives and standards.** | **Students will complete I Ready lessons that expand more on the objectives and standards.** |