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 January 27\_through January 31\_

**EDUCATOR’S NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Belkis\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_ELLIOTT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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.) | **Unit Two: You Do You**  **Pag. 3, Spanish 1**  **Unit Two: An Apple a Day Pag,3 Spanish 2**  **Unit Two: The Story of My Life, Pag 3 Spanish 3** | **Unit Two: You Do You**  **Pag. 3, Spanish 1**  **Unit Two: An Apple a Day Pag,3 Spanish 2**  **Unit Two: The Story of My Life, Pag 3 Spanish 3** | **Unit Two: You Do You**  **Pag. 3, Spanish 1**  **Unit Two: An Apple a Day Pag,3 Spanish 2**  **Unit Two: The Story of My Life, Pag 3 Spanish 3** | **Unit Two: You Do You**  **Pag. 3, Spanish 1**  **Unit Two: An Apple a Day Pag,3 Spanish 2**  **Unit Two: The Story of My Life, Pag 3 Spanish 3** | **Unit Two: You Do You**  **Pag. 3, Spanish 1**  **Unit Two: An Apple a Day Pag,3 Spanish 2**  **Unit Two: The Story of My Life, Pag 3 Spanish 3** |
| **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. | Students identify basic biographical information based on what they hear. (1.2)  Students identify people’s basic biographical information based on what read. (C1.3)  Students write basic biographical information. (C1.5)  Students ask and answer questions about biographical information. ((1.1)  Students identify the Dy of the Week in Spanish. | | | | |
| **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….** | Students will Identify the parts of the human body in Spanish  Students will name parts of the human body in Spanish.  Students will write and read part of the human body in Spanish.  Students will identify different Illness in the human body in Spanish | Students will Identify the parts of the human body in Spanish  Students will name parts of the human body in Spanish.  Students will write and read part of the human body in Spanish.  Students will identify different Illness in the human body in Spanish | Students will Identify the parts of the human body in Spanish  Students will name parts of the human body in Spanish.  Students will write and read part of the human body in Spanish.  Students will identify different Illness in the human body in Spanish | Students will Identify the parts of the human body in Spanish  Students will name parts of the human body in Spanish.  Students will write and read part of the human body in Spanish.  Students will identify different Illness in the human body in Spanish | Students will Identify the parts of the human body in Spanish  Students will name parts of the human body in Spanish.  Students will write and read part of the human body in Spanish.  Students will identify different Illness in the human body in Spanish |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Some students may don’t understand what we expect from them | Some students may don’t understand what we expect from them | Some students may don’t understand what we expect from them | Some students may don’t understand what we expect from them |  |
| **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. | Answer the question on the screen. | Answer the question on the screen. | Answer the question on the screen. | Answer the question on the screen. | Answer the question on the screen. |
| **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 *(2minutes)* * Item 3 (video)3 *(minutes)* * Item 4 PowerPoint *(10 minutes)* * Item 5 worksheet activity * ( *8minutes)* * *Game in the board(5 minutes)* * Item 6 Close *(10minutes* | * Do Now *(8 minutes)* * Review Learning Objective *(2minutes)* * Item 3 (video)3 *(minutes)* * Item 4 PowerPoint *(10 minutes)* * Item 5 worksheet activity * ( *8minutes)* * *Game in the board(5 minutes)*   Item 6 Close *(10minutes* | * Do Now *(8 minutes)* * Review Learning Objective *(2minutes)* * Item 3 (video)3 *(minutes)* * Item 4 PowerPoint *(10 minutes)* * Item 5 worksheet activity * ( *8minutes)* * *Game in the board(5 minutes)*   Item 6 Close *(10minutes* | * Do Now *(8 minutes)* * Review Learning Objective *(2minutes)* * Item 3 (video)3 *(minutes)* * Item 4 PowerPoint *(10 minutes)* * Item 5 worksheet activity * ( *8minutes)* * *Game in the board(5 minutes)*   Item 6 Close *(10minutes* | * Do Now *(8 minutes)* * Review Learning Objective *(2minutes)* * Item 3 (video)3 *(minutes)* * Item 4 PowerPoint *(10 minutes)* * Item 5 worksheet activity * ( *8minutes)* * *Game in the board(5 minutes)*   Item 6 Close *(10minutes* |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | The teacher will present a PowerPoint video in Spanish about parts of the human body.  The teacher will ask questions about the video. | The teacher will do the activity on the whiteboard and discuss with the students | The teacher will do the activity on the whiteboard and discuss with the students | The teacher will do the activity on the whiteboard and discuss with the students | The teacher will do the activity on the whiteboard and discuss with the students |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | The teacher will do the activity on the whiteboard and discuss with the students | The teacher will do the activity on the whiteboard and discuss with the students  PowerPoint activity | The teacher will do the activity on the whiteboard and discuss with the students  Worksheet activity | The teacher will do the activity on the whiteboard and discuss with the students  Worksheet Activity | The teacher will do the activity on the whiteboard and discuss with the students |
| **End of the lesson**  You Do  **Science:** Evaluate | Students will demonstrate their understanding by answering questions and demonstrating class procedures. | Students will demonstrate their understanding by answering questions and demonstrating class procedures. | Students will demonstrate their understanding by answering questions and demonstrating class procedures. | Students will demonstrate their understanding by answering questions and demonstrating class procedures. | Students will demonstrate their understanding by answering questions and demonstrating class procedures. |
| **(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 demonstrate their understanding by answering questions and demonstrating class procedures. | Students will demonstrate their understanding by answering questions and demonstrating class procedures. | Students will demonstrate their understanding by answering questions and demonstrating class procedures. | Students will demonstrate their knowledge by answering questions and demonstrating class procedures. | Students will demonstrate their knowledge by answering questions and demonstrating class procedures. |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | **Students write read and answer questions** | **Students write read and answer questions** | **Students write read and answer questions** | **Students write read and answer questions** | **Students write read and answer questions** |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Check for understanding Use simplified wording Repeat as necessary | Check for understanding Use simplified wording Repeat as necessary | Check for understanding Use simplified wording Repeat as necessary | Check for understanding Use simplified wording Repeat as necessary | Check for understanding Use simplified wording Repeat as necessary |
| **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. | Explain in Spanish for non-English speakers | Explain in Spanish for non-English speakers | Explain in Spanish for non-English speakers | Explain in Spanish for non-English speakers | Explain in Spanish for non-English speakers |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | Individually students will also have to show their answers and reasoning | Individually students will also have to show their answers and reasoning | Individually students will also have to show their answers and reasoning | Individually students will also have to show their answers and reasoning | Individually students will also have to show their answers and reasoning |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? | Give a demonstration of a possible scenario to show what is expected and possible outcomes | Give a demonstration of a possible scenario to show what is expected and possible outcomes | Give a demonstration of a possible scenario to show what is expected and possible outcomes | Give a demonstration of a possible scenario to show what is expected and possible outcomes | Give a demonstration of a possible scenario to show what is expected and possible outco |
| **Technology Integration:**  How will the students use technology to help them master the objective. | Students will work together to complete a series of questions for understanding from the lesson | Students will work together to complete a series of questions for understanding from the lesson | Students will work together to complete a series of questions for understanding from the lesson | Students will work together to complete a series of questions for understanding from the lesson | Students will work together to complete a series of questions for understanding from the lesson |

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| **IN THE FOLLOWING PAGES:**  **ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED** | | | | | |
| **ALL SCIENCE (S):**  What is your **resource plan for each of the 5 Es** of inquiry-based science instruction?   1. Engage 2. Explore 3. Explain 4. Elaborate 5. Evaluate | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** | **Engage**  **Explore**  **Explain**  **Elaborate**  **Evaluate** |
| **ALL SCIENCE (S):**  ***(Multiple opportunities to engage in science, Makes since of science content)***  What is yourplan to incorporate technology while incorporating the 5E instructional model?  **SUGGESTED OPPORTUNITIES FOR TECHNOLOGY**  Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials.   * Interactivity: [Studying Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/0d2c2dda-1e27-3879-af7b-35942d8d43cc/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas) * Interactivity: [Prokaryotes and Eukaryotes](https://www.savvasrealize.com/content/viewer/standalone/loader/view/77129596-546b-3cc5-8998-c3aec8db13d8/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=1e9138e4-a67f-3312-995c-363936df6385&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F1e9138e4-a67f-3312-995c-363936df6385%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas) * Interactivity: [Multicellular Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/8e2572b3-d454-3db6-a15c-f7214d50bf67/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=686cf2be-5198-3075-83bc-0b0ac682df89&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F686cf2be-5198-3075-83bc-0b0ac682df89%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas) * Interactive Video: [Characteristics of Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/869ed23e-54af-3f4e-91d9-8469a3b0e226/18/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas) * Nearpod Video: [Viruses Flocabulary](https://nearpod.com/library/preview/viruses-L67321075) * Nearpod Video: [Characteristics of Life](https://nearpod.com/t/science/9th/characteristics-of-life-L81287919) with the Amoeba Sisters or   YouTube Video: [Characteristics of Life](https://www.youtube.com/watch?v=cQPVXrV0GNA&t=64s) with the Amoeba Sisters  Nearpod Video: [Viruses](https://nearpod.com/library/preview/lesson-L81287945) with the Amoeba Sisters or YouTube Video: [Viruses](https://www.youtube.com/watch?v=8FqlTslU22s) with the Amoeba Sisters |  |  |  |  |  |
| **ALL MATH (S):**  What **manipulatives** might be integrated into the lesson? What did you learn from using the manipulatives **in advance** of using them in class with students? |  |  |  |  |  |
| **ALGEBRA I:**  What **practice problems** are you planning to use for the **Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?  **TEACHER PLANS:**  Components of the  textbook’s Instructional Design |  |  |  |  |  |
| **GEOMETRY:**  What **activities/practice** problems are you planning to use for **Launch the Lesson, Explore It, Examples & Self-Assessment, and Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?  **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |
| **ALGEBRA II:**  What **practice problems** are you planning to use for the **Launch, Explore & Develop, and Reflect & Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?  **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |

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| **ALL ELA (S):**  What text(s) will be used for each phase of gradual release of responsibility?  **TEACHER PLANS:** Phases of gradual release.  Have you read and annotated the text(s)? (Show me) · What type of literary text or informational text will you use? · Did the text(s) come from the reading prescriptions? If not, why was this text chosen? · Is the text in the Wonders or myPerspectives curriculum? · What real life examples appear in the text or can be used to help students make meaning from the text? · What components of the text will be difficult for your students? · What is the flow of instruction? Is it aligned to the Gradual Release of Responsibility? Gradual Release Questions · Please show me your exemplar for the I Do. What will be modeled? · What will be done through partner work? Independently? · What student misconceptions are you anticipating and why? |  |  |  |  |  |
| **ALL ELA (S):**  High-Quality Texts:  **Core Action 1**  Focus each lesson on a high-quality text (or multiple texts).  Text-Specific Questions:  **Core Action 2**  Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. |  |  |  |  |  |