

PRE-PLANNING	BENCHMARK:				OBJECTIVE What will your students be able to learn?
	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?				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 FCAT Complexity Levels? What would the ideal student response be for each question?				Vocabulary Essential vocabulary that should be introduced and/or reviewed.
	INTRODUCTION Brief part of the lesson when students learn the objective/essential question and how mastering the objective leads to achieving the bigger goal of the course.				
	<ul style="list-style-type: none"> • Provide a hook to motivate students and link to prior knowledge in order to introduce a new concept. • Explain the relevance of lesson and the importance of learning the concept. • Introduce important vocabulary using the word wall as an interactive learning tool. 				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	MODELING “I DO” Component of the lesson when teacher explicitly models to students exactly what they are expected to do during guided practice and eventually during independent work.				
	<ul style="list-style-type: none"> • Conduct a think aloud to model how the strategy would look in text. • Model the use of a graphic organizer. • Use questioning techniques such as re-directing, wait-time and prompting. 				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
GUIDED PRACTICE “WE DO” Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the modeled portion of the lesson.					
<ul style="list-style-type: none"> • Incorporate the use of a collaborative strategy in small groups. • Encourage student accountable talk during group discussion. • Perform checks for understanding. 					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	

5 min

10 min

15 min

INDEPENDENT PRACTICE “YOU DO”					
Differentiate your instruction to reach the diversity of learners in your classroom.					
<ul style="list-style-type: none"> • 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. • Teacher provides above-level students with extended practice through the use of higher level activities. 					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	<i>10 min</i>
A.) Students who need extra support will... B.) Students who are working on level and independently will... C.) Students who need to be challenged or finish early will...					
A.)	A.)	A.)	A.)	A.)	
B.)	B.)	B.)	B.)	B.)	
C.)	C.)	C.)	C.)	C.)	
CLOSURE					<i>5 min</i>
Wrap up the lesson and help students organize the information learned into a meaningful context.					
<ul style="list-style-type: none"> • Have students reflect on or answer the Essential Question. • Help students connect today's learning to their bigger goal in the course. 					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
CENTER ROTATIONS					<i>40 min</i>
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Center Rotation 1: Teacher-Led (Secondary Benchmark) Center Rotation 2: Phonics/Skill (Independent OR with Interventionist) Center Rotation 3: Technology (SuccessMaker) Center Rotation 4: Independent Reading (AR) / Other					
1.)	1.)	1.)	1.)	1.)	
2.)	2.)	2.)	2.)	2.)	
3.)	3.)	3.)	3.)	3.)	
4.)	4.)	4.)	4.)	4.)	
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	