Example: Weekly At-A-Glance and Daily Lesson Plan

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| Weekly lesson title: *Night* Parts 2-6 |
| **Teacher:** |
| **Unit**: 3: *Night* |
| **Week**: 15 | **Dates**:  |
| **LESSON COMPONENTS** | **LESSON OBJECTIVES, DIFFERENTIATED BY DOK LEVEL:** |
| *Note to educators: All of the components listed below should align.***Standard(s):** CCSS.ELA-Literacy.RL.9-10.2 Determine a **theme** or **central idea** of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an **objective summary** of the text.**Assessment(s):** Weekly Writing Prompt 9**Exemplar(s) for Model:** Teacher model**Success Criteria:*** Reference the identified theme in writing.
* Objectively summarize a minimum of three significant details from the text.
* Justify details with evidence from the text.
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| **4** | Predict possible outcomes for a text using a theme inferred through the SLIME method partway through that text.Objectively summarize the three most significant points of a chapter of text/short guest lecture and justify why they are most important. |
| **3** | Use the SLIME method to determine a theme in a long text and analyze in detail its development over the course of that text.Objectively summarize the three most significant points of a chapter of text/short guest lecture. |
| **2** | Develop a given topic into a theme statement using the SLIME method.Describe at least three significant points from a chapter of text/short guest lecture. |
| **1** | Define theme statement.List the differences between a topic and a theme statement.Identify from a list which events or talking points from a speech or chapter of text seem most important. |

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| **VOCABULARY** |
| Student vocabulary: * *Blockalteste*
* Concentration camp
* Anti-semitism
* Yom Kippur
* Personal response
 | Academic vocabulary:* Theme statement
* Topic
* Summary
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| **RESOURCES (CURRICULUM, TOOLS, ONLINE RESOURCES)** |
| *Night* parts 2-6 (A New Translation By Marion Wiesel) pg. 23-97: <https://birdvilleschools.instructure.com/courses/82598/files/774829>*Night* audiobook: <https://www.youtube.com/watch?v=QBl2zKvAAYE&list=PLUvVpT6IYNR2WkiqIj7aLaLsry6u2XLuf> |

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| **DAILY LESSON PLANS****Asynchronous = ASYNC****Synchronous = SYNC** |
| **Monday: ASYNC SYNC**(Highlight lesson delivery format.)Which of the components will students interact with the most during this lesson? (highlight) * Lesson Objective
* Text/Problem Set/Video
* Success Criteria
* Exemplar
* Student Work/Tasks
* Assessment

*Note to educators: All of the components should align to each other and to the standard(s) of the lesson.* | * See *Guiding Questions for Planning* support document
* See *Lesson Planning PowerPoint Template*
 |
| **Tuesday: ASYNC SYNC**((Highlight lesson delivery format.)Which of the components will students interact with the most during this lesson? (highlight) * Lesson Objective
* Text/Problem Set/Video
* Success Criteria
* Exemplar
* Student Work/Tasks
* Assessment

*Note to educators: All of the components should align to each other and to the standard(s) of the lesson.* | * See *Guiding Questions for Planning* support document
* See *Lesson Planning PowerPoint Template*
 |
| **Wednesday: ASYNC SYNC**(Highlight lesson delivery format.)Which of the components will students interact with the most during this lesson? (highlight) * Lesson Objective
* Text/Problem Set/Video
* Success Criteria
* Exemplar
* Student Work/Tasks
* Assessment

*Note to educators: All of the components should align to each other and to the standard(s) of the lesson.* | * See *Guiding Questions for Planning* support document
* See *Lesson Planning PowerPoint Template*
 |
| **Thursday: ASYNC SYNC**(Highlight lesson delivery format.)Which of the components will students interact with the most during this lesson? (highlight) * Lesson Objective
* Text/Problem Set/Video
* Success Criteria
* Exemplar
* Student Work/Tasks
* Assessment

*Note to educators: All of the components should align to each other and to the standard(s) of the lesson.* | * See *Guiding Questions for Planning* support document
* See *Lesson Planning PowerPoint Template*
 |
| **Friday: ASYNC SYNC**(Highlight lesson delivery format.)Which of the components will students interact with the most during this lesson? (highlight) * Lesson Objective
* Text/Problem Set/Video
* Success Criteria
* Exemplar
* Student Work/Tasks
* Assessment

*Note to educators: All of the components should align to each other and to the standard(s) of the lesson.* | * See *Guiding Questions for Planning* support document
* See *Lesson Planning PowerPoint Template*
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| **Considerations for Diverse Learners:** What differentiation and supports are needed? (e.g., exceptional education students, English Learners)    |
| **Social and Emotional Integration Strategies:**      |