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. | | |  |  | | --- | --- | | **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. | |
| **VOCABULARY** | | |
| Student vocabulary:   * *Blockalteste* * Concentration camp * Anti-semitism * Yom Kippur * Personal response | | Academic vocabulary:   * Theme statement * Topic * Summary |
| **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* |
| **Considerations for Diverse Learners:** What differentiation and supports are needed? (e.g., exceptional education students, English Learners) | |
| **Social and Emotional Integration Strategies:** | |