



Detailed Lesson Preparation & Planning Document Weekly View

Name:	Grade Level:	Date:
Module/Unit Title:		Topic/Guiding Questions:

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson links:	Lesson links:	Lesson links:	Lesson links:	Lesson links:
SOL	SOL	SOL	SOL	SOL

Learning Targets: (Behavior, Condition, and Criteria) with Cognitive Level (Bloom's) [Support Document](#)

I can....	I can....	I can....	I can....	I can....
Cognitive Load Remember ▾	Cognitive Load Remember ▾	Cognitive Load Remember ▾	Cognitive Load Remember ▾	Cognitive Load Remember ▾

Internalizing Key Lesson Elements

Monday	Tuesday	Wednesday	Thursday	Friday
What vocabulary is essential to understanding the purpose, text, or skill?				
What high-impact strategies will be used to increase students' voices, engagement, and ownership of learning?				
What preconceptions or misconceptions may arise throughout the lesson?				

Lesson at a Glance				
Monday	Tuesday	Wednesday	Thursday	Friday
Materials required:	Materials required:	Materials required:	Materials required:	Materials required:
Snapshot/Bellringer:	Snapshot/Bellringer:	Snapshot/Bellringer:	Snapshot/Bellringer:	Snapshot/Bellringer:
Lesson Opener	Lesson Opener	Lesson Opener	Lesson Opener	Lesson Opener
Instructional Focus (include links) How will you teach, model, and support student mastery of the learning target? What will students be expected to do to demonstrate mastery of skill? What is the evidence of student work?				
Monday	Tuesday	Wednesday	Thursday	Friday
Instructional Delivery:	Instructional Delivery:	Instructional Delivery:	Instructional Delivery:	Instructional Delivery:
Students Needs- Scaffolds: <div>Graphic Organizer ▾</div> <div>Pre-teach vocabulary ▾</div>	Students' Needs- Scaffolds: <div>Graphic Organizer ▾</div> <div>Pre-teach vocabulary ▾</div>	Students' Needs- Scaffolds: <div>Graphic Organizer ▾</div> <div>Pre-teach vocabulary ▾</div>	Students' Needs- Scaffolds: <div>Graphic Organizer ▾</div> <div>Pre-teach vocabulary ▾</div>	Students' Needs- Scaffolds: <div>Graphic Organizer ▾</div> <div>Pre-teach vocabulary ▾</div>
Independent Practice	Independent Practice	Independent Practice	Independent Practice	Independent Practice
Lesson Closing: How will you review the learning target?				
Closing	Closing	Closing	Closing	Closing
Exit Ticket	Exit Ticket	Exit Ticket	Exit Ticket	Exit Ticket

Homework:	Homework:	Homework:	Homework:	Homework:
Personalized Learning How do you leverage small group time to address the Learning Targets?				
Monday	Tuesday	Wednesday	Thursday	Friday
Blended Learning Tool: <input type="checkbox"/> IXL <input type="checkbox"/> NewsELA <input type="checkbox"/> Lexia Other (specify): Small Group Activity/Resource:	Blended Learning Tool: <input type="checkbox"/> IXL <input type="checkbox"/> NewsELA <input type="checkbox"/> Lexia Other (specify): Small Group Activity/Resource:	Blended Learning Tool: <input type="checkbox"/> IXL <input type="checkbox"/> NewsELA <input type="checkbox"/> Lexia Other (specify): Small Group Activity/Resource:	Blended Learning Tool: <input type="checkbox"/> IXL <input type="checkbox"/> NewsELA <input type="checkbox"/> Lexia Other (specify): Small Group Activity/Resource:	Blended Learning Tool: <input type="checkbox"/> IXL <input type="checkbox"/> NewsELA <input type="checkbox"/> Lexia Other (specify): Small Group Activity/Resource:
Teacher-Led Station Provide Student Names				
Group 1	Group 2	Group 3	Group 4	Group 5