

Elementary Weekly Lesson Plan Template

Teacher Name:	Grade:	Week:
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Standard(s)/Learning Target(s):

Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics/ Phonemic Awareness	Target:	Target:	Target:	Target:	Target:
Reading	Target:	Target:	Target:	Target:	Target:
Writing	Target:	Target:	Target:	Target:	Target:
Science/SS	Target:	Target:	Target:	Target:	Target:
Math	Target:	Target:	Target:	Target:	Target:

What do students need to Know?

Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics/ Phonemic Awareness	KNOW:	KNOW:	KNOW:	KNOW:	KNOW:
Reading	KNOW:	KNOW:	KNOW:	KNOW:	KNOW:
Writing	KNOW:	KNOW:	KNOW:	KNOW:	KNOW:
Science/SS	KNOW:	KNOW:	KNOW:	KNOW:	KNOW:
Math	KNOW:	KNOW:	KNOW:	KNOW:	KNOW:

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What will students need to be able to do (Show)?

Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics/ Phonemic Awareness	SHOW:	SHOW:	SHOW:	SHOW:	SHOW:
Reading	SHOW:	SHOW:	SHOW:	SHOW:	SHOW:
Writing	SHOW:	SHOW:	SHOW:	SHOW:	SHOW:
Science/SS	SHOW:	SHOW:	SHOW:	SHOW:	SHOW:
Math	SHOW:	SHOW:	SHOW:	SHOW:	SHOW:

Opening | Secure the Foundation | Set the Purpose

10% of Lesson

Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics/ Phonemic Awareness	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:
Reading	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:
Writing	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:
Science/SS	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:

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Math	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:
Work Session Construct the Learning					70% of Lesson
⇔ "I Do" Direct Instruction ⇔ "We Do" Scaffolded Transition ⇔ "You Do" Student Work Session ⇔					
I Do = 20% ~ We Do = 20% ~ You Do = 30%					
Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics/ Phonemic Awareness	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:
Reading	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:
Writing	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:
Science/SS	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:
Math	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:	I do: We do: You do:
Closing Secure the Learning					10% of Lesson

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Subject:	Monday	Tuesday	Wednesday	Thursday	Friday
Phonics/ Phonemic Awareness	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:
Reading	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:
Writing	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:
Science/SS	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:
Math	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:	Activity: Student Actions: Monitoring:

Accommodations and Modifications

English Learners	Special Education	Gifted and Talented
Examples: <ul style="list-style-type: none"> <input type="checkbox"/> Seat near the teacher <input type="checkbox"/> Print directions on the board <input type="checkbox"/> Use visions (graphic organizers) <input type="checkbox"/> Reduced work, simpler questions <input type="checkbox"/> Extra time <input type="checkbox"/> Bilingual dictionaries <input type="checkbox"/> Books on tape <input type="checkbox"/> Individual Word Walls 	Examples: <ul style="list-style-type: none"> <input type="checkbox"/> Provide photocopied notes <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Chunk instructions and procedures <input type="checkbox"/> Repeat and clarify directions <input type="checkbox"/> Provide study carrels as needed <input type="checkbox"/> Extra time <input type="checkbox"/> Reduce work when appropriate/necessary <input type="checkbox"/> Use of Calculator 	Examples: <ul style="list-style-type: none"> <input type="checkbox"/> Guided Inquiry <input type="checkbox"/> Project-Based Learning <input type="checkbox"/> Other: _____

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<input type="checkbox"/> Show models of completed work <input type="checkbox"/> Other: _____	<input type="checkbox"/> Read Aloud <input type="checkbox"/> 50 base grading on attempted work <input type="checkbox"/> Other: _____	
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Resources and Materials Needed

Instructional Technology	Adopted Resources	Other