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

*Updated January 2021*

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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** |
| **KEY INFORMATION** | **CORE COMPONENTS** | **STUDENT OWNERSHIP** |
| **MONDAY:** * Asynchronous
* Synchronous
* Hybrid

 (Highlight lesson delivery format.)**Standard(s):** Which of the components will students interact with the most during this lesson? (highlight) * Lesson Objective
* Daily Check-in Strategy
* Connections to Prior Learning/Setting Purpose
* Success Criteria
* New Learning/Mini-Lesson/Model
* Practice
* Assessment/Product/

Student Work* Lesson Closure/Reflection

**Differentiation:** *(How will the lesson accommodate individual student needs for academic success?)**Note to educators: All of the components should align to each other and to the standard(s) of the lesson.* | **Lesson Objective(s) Aligned to Standard(s):** *(What am I learning?)***Daily Check-in Strategy:** *(How will I connect with each student check-in on their learning readiness and to build relationships with each of them?)***Connections to Prior Learning/Setting Purpose (Opening):** *(How is this lesson connected to prior learning or other content? Why is this lesson important? How will I grab students’ attention to ensure they engage quickly?)***Success Criteria:** *(How will I define and describe success?)***New Learning/Mini-Lesson/Model:** *(How will I present the content to ensure students meet the rigor of the standards?)***Practice:** *(How will students interact with the learning content? What will the students be doing?)***Assessment/Product/Student Work:** *(What is the student work? How will success toward the objective be measured?)***Lesson Closure/Reflection:** *(How will I have students reflect on their learning in reference to one of the following: the learning objective, the success criteria, and an exemplar?)* | *What are students doing during this component? Where are students able to take ownership for their learning?*  |

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| **TUESDAY:** * Asynchronous
* Synchronous
* Hybrid

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| **WEDNESDAY:** * Asynchronous
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* Hybrid

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| **THURSDAY:** * Asynchronous
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| **FRIDAY:** * Asynchronous
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* Connections to Prior Learning/Setting Purpose
* Success Criteria
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| **Guiding Questions for Planning:*** Does the lesson objective align to the rigor of the standard?
* Do all components of the lesson align to the rigor of the lesson objective?
* Does the plan include student engagement opportunities in every component of the lesson?
* Where are opportunities for student collaboration to enhance understanding of the objective?

**For additional support, see NIET’s virtual daily lesson plan PowerPoint template at** <https://www.niet.org/remote-learning/top-free-resources-2020-21/>.  |