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. | | |  |  | | --- | --- | | **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** | | |
| **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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| **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/>. |