

## SAMPLE PLANNING CYCLE

### Fitting All the Parts Together

As you teach using FOCUScurriculum materials, it may be helpful to think of your instruction as an ongoing series of planning cycles. Knowing how the parts of the curriculum fit into each stage of the planning cycle can save you time.

	Phase 1: Diagnose and Prepare	Phase 2: Introduce the Lesson
Assessing and Monitoring Student Progress	<p><b>Choose a strand to teach:</b></p> <ul style="list-style-type: none"> <li>• Life Sciences</li> <li>• Earth and Space Sciences</li> <li>• Physical Sciences</li> <li>• Science and Technology</li> </ul> <p><b>Administer the Pretest for the strand. Record and evaluate results.</b></p>	<p><b>Informally observe student's readiness to learn new concepts as they work through the Starting Points Activities.</b></p> <p><b>Confirm that students have been matched correctly with books at an appropriate reading level.</b></p>
Teaching Science Content and Nonfiction Literacy Skills and Strategies	<p><b>Choose a title within the strand.</b></p> <p><b>Match students to reading levels:</b></p> <ul style="list-style-type: none"> <li>• Below Level</li> <li>• On Level</li> <li>• Above Level</li> </ul>	<p><b>Determine classroom organization:</b></p> <ul style="list-style-type: none"> <li>• Whole Group Instruction</li> <li>• Small Group Instruction</li> </ul> <p><b>Select teaching strategies:</b></p> <ul style="list-style-type: none"> <li>• Build a Knowledge Base</li> <li>• Knee-to-Knee Sharing</li> <li>• Vocabulary Wall</li> <li>• Personal Reaction</li> <li>• Highlighting</li> </ul> <p><b>Work through the Starting Points Activities with your students:</b></p> <ul style="list-style-type: none"> <li>• Build Background</li> <li>• Key Vocabulary</li> <li>• Key Concepts</li> </ul>
Attending to Individual Needs	<p><b>Determine the supports necessary for Differentiated Instruction, Response to Intervention, English Language Learning, Value Added Instruction, Home Connections</b></p>	<p><b>Monitor Differentiated Instruction, Response to Intervention, English Language Learning</b></p>
Key Planning Questions	<ul style="list-style-type: none"> <li>• What materials are needed?</li> <li>• How will students get those materials?</li> </ul>	<ul style="list-style-type: none"> <li>• How will the FOCUScurriculum materials be used to gain student interest and activate prior knowledge?</li> </ul>

Learn more about individual needs on pages 28-29.

Learn more about teaching strategies on pages 30-35.

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### FOCUScurriculum Materials Support Each Step of the Planning Cycle

Use this sample planning cycle to visualize how the materials fit in with the day-to-day activities in your classroom.

	Phase 3: Instruct and Assess	Phase 4: Evaluate
Assessing and Monitoring Student Progress	<p><b>Monitor student's responses as they work through Focus Sections:</b></p> <ul style="list-style-type: none"> <li>• Active Reader Prompts</li> <li>• Focus Questions</li> <li>• Stop and Think</li> </ul>	<p><b>Administer the Check Understanding assessment for the book.</b></p> <p><b>Administer the Posttest for the strand. Record and evaluate results.</b></p>
Teaching Science Content and Nonfiction Literacy Skills and Strategies	<p><b>Determine classroom organization:</b></p> <ul style="list-style-type: none"> <li>• Whole Group Instruction</li> <li>• Small Group Instruction</li> </ul> <p><b>Select teaching strategies:</b></p> <ul style="list-style-type: none"> <li>• Build a Knowledge Base</li> <li>• Knee-to-Knee Sharing</li> <li>• Reciprocal Teaching</li> <li>• Vocabulary Wall</li> <li>• Hide and Speak</li> <li>• Personal Reaction</li> <li>• Quiz Maker</li> <li>• Significant Points</li> <li>• Highlighting</li> <li>• Sticky-Note Coding</li> </ul> <p><b>Enrich student's learning:</b></p> <ul style="list-style-type: none"> <li>• Web Quest</li> <li>• Good to Know</li> <li>• Ms. Understanding</li> </ul> <p><b>Provide opportunities for inquiry learning:</b></p> <ul style="list-style-type: none"> <li>• Hands On Science</li> <li>• Think Like a Scientist</li> </ul>	<p><b>Reteach as necessary based on student's responses to Active Reader Prompts, Focus Questions, and Stop and Think Activities</b></p>
Attending to Individual Needs	<p><b>Monitor Differentiated Instruction, Response to Intervention, English Language Learning</b></p>	<p><b>Evaluate success in Differentiated Instruction, Response to Intervention, English Language Learning programs.</b></p>
Key Planning Questions	<ul style="list-style-type: none"> <li>• Are the instructional strategies working?</li> </ul>	<ul style="list-style-type: none"> <li>• Did students learn what was expected of them?</li> </ul>

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Learn more about teaching strategies on pages 30-35.