**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday, \_\_February 17th\_\_\_\_\_through Friday, February 21st\_\_\_\_\_\_\_\_\_\_\_\_\_

**EDUCATOR’S NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_R.ESSOH\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_FRENCH\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title: Structure and routine****Unit:****Chapter:****Page Number(s):** (It is suggested that you use your curriculum map.) | **L’ ecole et Les Fournitures Scolaires****(School and School supplies)** | **Les Sports Et Les Loisirs/Sports and Leisure** | **Les Sports Et Les Loisirs/Sports and Leisure** | **Les Sports et Les Loisirs/Sports and Leisure** | **Sports and Leisure/Les Sports et Les Loisirs** |
| **TN Standard(s):**Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | C 1.1 Interact and negotiate meaning in spoken or written conversation to share information, reactions, feelings, and opinions.C1.2 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics, |
| **Objective (s):**What specifically should students be able to do at the end of the lesson? The objective is standards-based.Write the objective in student friendly terms. For example, I can multiply binomials.This is should also be on your Whiteboard Protocol. What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem…**I CAN….** | In this chapter, students will learn to talk about their school and afterschool activities. They will learn to identify, describe, and shop for school suppliesI can talk about what I do in schoolI can identify and shop for school supplies | In this chapter, students will learn to discuss and describe winter and summer sportsI can talk about summer activities and sportsI can talk about summer weather | In this chapter, students will learn to discuss and describe winter and summer sportsI can talk about summer activities and sportsI can talk about summer weather | In this chapter, students will learn to discuss and describe winter and summer sportsI can talk about summer activities and sportsI can talk about summer weather | In this chapter, students will learn to discuss and describe winter and summer sports.I can talk about summer activities and sports.I can talk about the summer weather |

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| **Possible Misconception (s):**What misconception(s) are you anticipating during this lesson? | The school systems in France and in the United States | Connection between leisure and weather | Connection between weather and sports | Indoor and outdoor activities | Summer and Winter activities |
| **Literacy-Based DO NOW:** This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | Write about what your favorite school activity | List the school supplies you have in your backpack Today. | Conjugate danser in the present tense | Write five sentences about the activities you like | Write five sentences about the activities you dislike. |
| **Agenda for the Day**Simple outline of lesson segments or activities that is time stamped.Teacher/class should take 2 minutes or less to review.  | * Do Now *write about what you like to do at school*
* Review Learning Activate prior knowledge
* Objective *( minutes) Go over the objectives of the lesson, and what students should know at the end of the lesson*
* Item 3 *( minutes) School activities*
* Item 4 *( minutes) Afterschool activities*
* Item 5 *( minutes) shopping for school supplies*
* Item 6 *( minutes) Er Verbs*
 | * Do Now *(8 minutes)Bellringer activity*
* Review Learning Objective *( minutes) Review Yesterday’s lesson*
* Item 3 *( minutes) School activities*
* Item 4 *( minutes) Afterschool activities*
* Item 5 *( minutes) Shopping for school supplies*

Item 6 *( minutes) ER verbs* | * Do Now *(8 minutes) Bellringer*
* Review Learning activate prior learning in order t connect it to Today’s lesson Objective *( minutes) Review Yesterday’s lesson*
* Item 3 *( minutes) School activities*
* Item 4 *( minutes) Afterschool activities*
* Item 5 *( minutes) Shopping for school supplies*

Item 6 *( minutes) Er verbs* | * Do Now *(8 minutes) Bellringer*
* Review Learning Objective *( minutes) Go over the lesson’s objective*
* Item 3 *( minutes) school activities*
* Item 4 *( minutes) afterschool activities*
* Item 5 *( minutes) shopping for school supplies*

Item 6 *( minutes) er verbs* | * Do Now *(8 minutes) Bellringer*
* Review Learning Go over the lesson’s objectives Objective *( minutes)*
* Item 3 *( minutes) likes*
* Item 4 *( minutes) dislikes*
* Item 5 *( minutes) forming sentences*

Item 6 *( minutes) conjugate er verbs* |
| **Beginning of Lesson****I Do****Science:** Engage & Explore | **Show Vocabulary through the smart board. Have students repeat each word two or three times after me.****Act out on the er verbs: passer un examen(write on test), etudier(pore over some books)****Ecouter(point to my ears),lever la main(raise my hand).****Go over some key vocabulary words:****Un eleve=a student****Un etudiant=a college student****Un professeur= a teacher****Une prof= a female teacher****Une ecole primaire= an elementary school****Un college= a middle school****Un lycee= a high school****Une universite= a college** | **Show Vocabulary through the smart board. Point to individual items and have the class repeat after me.** **During my presentation, ask c es tune plage ? C es tune plage ou la mer? Il y a des vagues dans la mer ? C es tune station balneaire? Il y a des stations balneaires au bord de la mer ?En ete tu****Vas dans quelle station balneaire?** | **Show Vocabulary through the smart board. Point to individual items and have the class repeat after me.** **During my presentation, ask c es tune plage ? C es tune plage ou la mer? Il y a des vagues dans la mer ? C es tune station balneaire? Il y a des stations balneaires au bord de la mer ?En ete tu****Vas dans quelle station balneaire ?** | Read aloud the conversation titled : A La Plage | Read aloud the conversation titled: Un eleve Francais Aux Etats Unis |
| **Middle of the lesson**We Do**Science:** Explain and Elaborate | **Repeat the actions, this time having students act out each verb using the Total Physical Response.****Now, model the phrases on pages 82-83 that put the words just taught in meaningful sentences. As I present these sentences, intersperse the presentation with comprehensive questions, building from simple to more complex.****Ask students the following questions to introduce qu est ce que. Qu est ce que les eleves ecoutent? Qu est ce que les eleves regardant ?****After the initial presentation with the smart board, have students open their books and look at the new vocabulary as they repeat after me** | **Repeat the actions, this time having students act out each verb using the Total Physical Response.**

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 | **Repeat the actions, this time having students act out each verb using the Total Physical Response.** | **Repeat the actions, this time having students act out each verb using the Total Physical Response.****Now, model the phrases on page 82-83 that put the words just taught into meaningful sentences. As I present these sente****We will read the conversation together. Students will repeat after me.****Go over key vocabulary, and translate the conversation with the students** | **Repeat the actions, this time having students act out each verb using the Total Physical Response.****Now, model the phrases on page 82-83 that put the words just taught into meaningful sentences. As I present these sentences, intersperse the presentation with comprehe****We will read the conversation together. Students will repeat after me. We will go over key vocabulary, and translate the conversation with students.** |
| **End of the lesson**You Do  **Science:** Evaluate | **We will go over the objectives of the lesson** | **We will go over the objectives of the lesson** | **We will go over the objectives of the lesson** | **We will go over the objectives of the lesson** | **We will go over the objectives of the lesson** |
| **(05 MINUTES MAX)****Literacy Based closing activity:**Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | **Students will work a classmate. They will look at the illustrations on page 97. Then, compare their own daily school habits with those of the students in the illustrations.** | Student will write about school life in the United States | **Students will write down what they have learned Today.** | **Students will write down what they have learned Today.** | **Students will write down what they have learned Today.** |
| **SPED Modification (s):**What modifications are being made to accommodate the students receiving special services? | **Before students read in the book, have volunteers read aloud and discuss the meanings of key vocabularies to give them an idea about the information they should look for.** | **Before students read in the book, have volunteers read aloud and discuss the meanings of key vocabularies to give them an idea about the information they should look for.** | **Use differentiated instruction, by giving students choices** | **Use differentiated instruction, by giving students choices** | **Use differentiated instruction, by giving students choices** |
| **ESL Modification (s):**What modifications are being made to accommodate the students receiving special services? | **Give students a word bank, or more time to complete their assignments** | **Give students a word bank, and more time to complete their assignments.** | **Give students a word bank, or more time to complete their assignments** | **Give students a word bank, or more time to complete their assignments** | **Give students a word bank, or more time to complete their assignments** |
| **Assessment (s):**How will you know that students have reached the objective? Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.  | **Have students write down a list of school activities they like and dislike, and state why.** | Write about they do during a typical day at school | Write about the difference between summer and winter activities. | **Students will answer the questions after the conversation****Marine est allee ou hier ?****Il a fait beau ?****Elle a pris son maillot ?****Elle a nage’****Elle est allee dans l eau sans maillot ?****Elle est allee dans l eau comment ?** | **Discussions, and writing assessment** **What time does Cedric arrive at school ?****Who is Cedric talking to ?****At what time do the Cedric’s classes start- ?****Cedric quitte l ecole A quelle heure ?****Carole quitte l ecole A quelle heure ?** |
| **Corrective Activity (s):** What will I do if the student doesn’t understand the lesson? | **Go over the lesson’ s objectives and explain how important it is to express your likes and dislikes of school activities** | **Go over the lesson’s objectives. Students should be able to talk about their favorite and least favorite school activities.** | **Go over the lesson and explain how important it is to express your likes and dislikes** | **Go over the lesson’s objectives** | **Go over the lesson’s objectives.** |
| **Extension/Enrichment Activity (s):** What will I do with students who understand quicker than others?  | **I will ask them to explain to other students what they understood.** | **Vocabulary expansion****Passer un examen= to take an exam****To pass an exam= etre recu A un examen****To fail an exam= echouer A un examen****Ou etre recale’** | **Il pleut,****Il y a des nuages****Le temps est nuageux****Le ciel n est pas couvert** | **Teach these students how to turn an affirmative sentence into a negative one.** | **I will ask them to explain to other students what they understood.** |
| **Technology Integration:**How will the students use technology to help them master the objective. | **Watch a short video about a school and classroom interaction between students and teachers in France.****Online activities on quia.com** | **Watch the video in the French classroom in France, and write the difference and similarities between the French and American classrooms.** | **Quia.com** **Exercise 22, 25, 26** | **Watch a short video listening to French students talking afterschool, Students will write a summary of the conversation** | **Watch a short video listening to French students talking after school. Students will write a summary about the conversation in English** |

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| **IN THE FOLLOWING PAGES:** **ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED** |
| **ALL SCIENCE (S):** What is your **resource plan for each of the 5 Es** of inquiry-based science instruction?1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate
 | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** |
| **ALL SCIENCE (S):** ***(Multiple opportunities to engage in science, Makes since of science content)*** What is yourplan to incorporate technology while incorporating the 5E instructional model?**SUGGESTED OPPORTUNITIES FOR TECHNOLOGY**Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials.* Interactivity: [Studying Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/0d2c2dda-1e27-3879-af7b-35942d8d43cc/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactivity: [Prokaryotes and Eukaryotes](https://www.savvasrealize.com/content/viewer/standalone/loader/view/77129596-546b-3cc5-8998-c3aec8db13d8/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=1e9138e4-a67f-3312-995c-363936df6385&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F1e9138e4-a67f-3312-995c-363936df6385%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactivity: [Multicellular Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/8e2572b3-d454-3db6-a15c-f7214d50bf67/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=686cf2be-5198-3075-83bc-0b0ac682df89&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F686cf2be-5198-3075-83bc-0b0ac682df89%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactive Video: [Characteristics of Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/869ed23e-54af-3f4e-91d9-8469a3b0e226/18/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Nearpod Video: [Viruses Flocabulary](https://nearpod.com/library/preview/viruses-L67321075)
* Nearpod Video: [Characteristics of Life](https://nearpod.com/t/science/9th/characteristics-of-life-L81287919) with the Amoeba Sisters or

YouTube Video: [Characteristics of Life](https://www.youtube.com/watch?v=cQPVXrV0GNA&t=64s) with the Amoeba SistersNearpod Video: [Viruses](https://nearpod.com/library/preview/lesson-L81287945) with the Amoeba Sisters or YouTube Video: [Viruses](https://www.youtube.com/watch?v=8FqlTslU22s) with the Amoeba Sisters |  |  |  |  |  |
| **ALL MATH (S):**What **manipulatives** might be integrated into the lesson? What did you learn from using the manipulatives **in advance** of using them in class with students? |  |  |  |  |  |
| **ALGEBRA I:** What **practice problems** are you planning to use for the **Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?**TEACHER PLANS:** Components of thetextbook’s Instructional Design |  |  |  |  |  |
| **GEOMETRY:** What **activities/practice** problems are you planning to use for **Launch the Lesson, Explore It, Examples & Self-Assessment, and Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students? **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |
| **ALGEBRA II:** What **practice problems** are you planning to use for the **Launch, Explore & Develop, and Reflect & Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students? **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |

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| **ALL ELA (S):** What text(s) will be used for each phase of gradual release of responsibility? **TEACHER PLANS:** Phases of gradual release.Have you read and annotated the text(s)? (Show me) · What type of literary text or informational text will you use? · Did the text(s) come from the reading prescriptions? If not, why was this text chosen? · Is the text in the Wonders or myPerspectives curriculum? · What real life examples appear in the text or can be used to help students make meaning from the text? · What components of the text will be difficult for your students? · What is the flow of instruction? Is it aligned to the Gradual Release of Responsibility? Gradual Release Questions · Please show me your exemplar for the I Do. What will be modeled? · What will be done through partner work? Independently? · What student misconceptions are you anticipating and why? |  |  |  |  |  |
| **ALL ELA (S):** High-Quality Texts: **Core Action 1**Focus each lesson on a high-quality text (or multiple texts).Text-Specific Questions:**Core Action 2**Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. |  |  |  |  |  |