

# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, January 06 through Friday, January 10*



EDUCATOR'S NAME: Mr. Ryan Littman SUBJECT: ESL

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Lesson Title:</b> <b>Unit:</b> <b>Chapter:</b> <b>Page Number(s):</b> (It is suggested that you use your curriculum map.)	<b><u>UNIT</u></b> <b><u>INTRODUCTION</u></b> <b>Text:</b> MyPerspectives - (SE pp. 258-265)	<b><u>OVERVIEW</u></b> <b><u>Whole-Class Learning</u></b> <b>Text:</b> MyPerspectives - (SE pp. 266-267)	<b><u>SELECTION</u></b> <b>Text:</b> MyPerspectives - "from 'The Four Freedoms' Speech" by Franklin Delano Roosevelt - (SE pp. 268-277)	<b><u>SELECTION</u></b> <b>Text:</b> MyPerspectives - "from 'The Four Freedoms' Speech" by Franklin Delano Roosevelt - (SE p. 277)	<b><u>SELECTION</u></b> <b>Text:</b> MyPerspectives - "from 'The Four Freedoms' Speech" by Franklin Delano Roosevelt - (SE pp. 278-279)
<b>TN Standard(s):</b> Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	<ul style="list-style-type: none"> <li>- <b>9-10.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>- <b>10.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</li> <li>- <b>9-10.RI.KID.2</b> Determine a central idea of a text and analyze its development; provide an objective or critical summary.</li> <li>- <b>9-10.RI.CS.6</b> Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.</li> <li>- <b>9-10.RI.IKI.8</b> Evaluate how reasoning and evidence affects the argument and specific claims in a text.</li> <li>- <b>9-10.RI.IKI.9</b> Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts.</li> <li>- <b>9-10.SL.CC.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.</li> </ul>				
<b>Objective (s):</b> 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... <b>I CAN....</b>	<b>Given</b> graphic organizers and leveled texts, <b>I can</b> demonstrate comprehension of <i>The Four Freedoms</i> with 80% accuracy.				

**Possible Misconception (s):**  
What misconception(s) are you anticipating during this lesson?

- **Understanding Context and Historical References:** ELLs might struggle with the historical context of the speech. Roosevelt delivered it in 1941, during World War II, and it contains references to specific events, political ideologies, and global conditions of that time.
- **Language and Vocabulary:** The speech includes advanced vocabulary and complex sentences. Words like "tyranny," "enduring," and "aggression" might be unfamiliar to ELLs, making it difficult to grasp the full meaning.
- **Cultural Nuances:** Some cultural references and idiomatic expressions used by Roosevelt could be confusing for ELLs. For example, understanding the concept of "freedom of speech" and how it differs from other forms of government control might require additional explanation.
- **Abstract Concepts:** The speech discusses abstract ideas such as freedom and human rights, which might be challenging for ELLs to comprehend fully without concrete examples.
- **Rhetorical Devices:** Roosevelt employs various rhetorical devices like repetition, parallelism, and emotional appeals. Recognizing and interpreting these devices might be difficult for ELLs who are not familiar with such stylistic elements in English.
- **Tone and Emphasis:** The tone and emphasis of the speech, which reflect Roosevelt's urgency and optimism, might not be easily discerned by ELLs, affecting their understanding of the speaker's intentions and emotions.

**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.

**Academic Vocabulary Practice**

*Students create vocabulary word cards by reviewing unit vocabulary, then recording their definitions, rating their personal understanding of the meaning, draw or include an image that best represents the meaning of the word, then synonyms or antonyms of the vocabulary words.*

**Academic Vocabulary**  
Attribute  
Hierarchy

**Academic Vocabulary Practice**

*Students create vocabulary word cards by reviewing unit vocabulary, then recording their definitions, rating their personal understanding of the meaning, draw or include an image that best represents the meaning of the word, then synonyms or antonyms of the vocabulary words.*

**Academic Vocabulary**  
Demarcate  
Fundamental  
Democracy

**Academic Vocabulary Practice**

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**Academic Vocabulary**  
pacification  
tyranny  
propaganda

**Academic Vocabulary Practice**

*Students create vocabulary word cards by reviewing unit vocabulary, then recording their definitions, rating their personal understanding of the meaning, draw or include an image that best represents the meaning of the word, then synonyms or antonyms of the vocabulary words.*

**Academic Vocabulary**  
disarmament  
appeasement  
treachery

**Academic Vocabulary Review**

*Students play a vocabulary game in which they must connect the vocabulary words to their definitions in English.*

**Academic Vocabulary**  
Attribute  
Hierarchy  
Demarcate  
Fundamental  
Democracy  
pacification  
tyranny  
propaganda  
disarmament  
appeasement  
treachery

**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 (5 minutes)
- Review Learning Objective (2 minutes)
- I Do (10 minutes)
- We Do (10 minutes)
- You Together (10 minutes)

- Do Now (5 minutes)
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- I Do (10 minutes)
- We Do (10 minutes)
- You Together (10 minutes)
- Exit Ticket (5 minutes)

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	▪ Exit Ticket (5 minutes)				
<b>Beginning of Lesson</b> <b>I Do</b>  <b>Science:</b> Engage & Explore	<b><u>First Read</u></b> <i>Students read “Born Free: Children and the Struggle for Human Rights” while completing a graphic organizer.</i>	<b><u>Text Preview</u></b> <i>Students listen to a summary of the text, then respond to a prompt that asks students to connect the text to the essential question.</i>	<b><u>First Read</u></b> <i>Students engage in a first read of the text, using annotation strategies to log unfamiliar ideas and concepts in the text.</i>	<b><u>First Read</u></b> <i>Students engage in a first read of the text, using annotation strategies to log unfamiliar ideas and concepts in the text.</i>	<b><u>Comprehension Quiz - “from ‘The Four Freedoms’ Speech”</u></b> Students will complete a quiz with multiple-choice questions on vocabulary and text comprehension.
<b>Middle of the lesson</b> <b>We Do</b>  <b>Science:</b> Explain and Elaborate	<b><u>Group Summary</u></b> <i>Students will be divided into groups of 3-4 students. Each group will be tasked with writing at least one paragraph of the summary (introduction, body, paragraph.) that identifies the main idea and supporting details of the text.</i>  <b><u>Instructions:</u></b> <i>Collaborate you’re your group members to write a group summary. Each part of the summary must be a minimum of 1 paragraph of at least 3 complete sentences in English. (You may use the information that you found in the previous activity) Each</i>	<b><u>Text-connected video</u></b> <i>Students will watch a brief video that contextualizes the speech, then complete a brief graphic organizer.</i>	<b><u>First Read</u></b> <i>Students engage in a first read of the text, using annotation strategies to log unfamiliar ideas and concepts in the text.</i>	<b><u>First Read</u></b> <i>Students engage in a first read of the text, using annotation strategies to log unfamiliar ideas and concepts in the text.</i>	<b><u>Comprehension Quiz - “from ‘The Four Freedoms’ Speech”</u></b> Students will complete a quiz with multiple-choice questions on vocabulary and text comprehension.

	<p><i>group member should divide the work into the following roles (If you have more than 3 people, consider designating a role specifically for a reader):</i></p> <p><b>Introduction Writer:</b> Briefly introduce the topic of the text and its significance. This writer must identify the main idea of the text.</p> <p><b>Body Writer:</b> Provide supporting information for the main idea. Must connect supporting details directly to the text.</p> <p><b>Conclusion Writer:</b> Summarize the key takeaways of the text. Restate the main idea in your own words.</p>				
<p><b>End of the Lesson</b> You Do</p> <p><b>Science:</b> Evaluate</p>	<p><b>Quickwrite</b> Students answer the following question in a complete sentence in English.</p> <p><b>Prompt:</b> Explain how words have the power to provoke, calm, or inspire.</p> <p><b>Sentence Starter:</b> "Words have the power to ____, ____, or ____ because they can ____, ____, and _____. For</p>	<p><b>Quickwrite</b> Students answer the following question in a complete sentence in English.</p> <p><b>Prompt:</b> Which of the texts do you think will be the most interesting? Why?</p> <p><b>Sentence Starter:</b> "I think the text ____ will be the most interesting because _____. The aspects of ____ make it compelling by ____, and</p>	<p><b>First Read</b> Students engage in a first read of the text, using annotation strategies to log unfamiliar ideas and concepts in the text.</p>	<p><b>Comprehension Questions</b> Students answer specific questions about the text to demonstrate comprehension.</p>	<p><b>Comprehension Quiz - "from 'The Four Freedoms' Speech"</b> Students will complete a quiz with multiple-choice questions on vocabulary and text comprehension.</p>

	<p>example, when someone says _____, it can _____ by _____. Similarly, words like _____ can _____ by _____, and phrases such as _____ can _____ by _____."</p>	<p>the way it _____ adds to its overall appeal."</p>			
<p><b>(05 MINUTES MAX)</b>  <b>Literacy Based closing activity:</b>  Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.</p>	<p><b><u>Academic Vocabulary Practice</u></b>  <i>Students create vocabulary word cards by reviewing unit vocabulary, then recording their definitions, rating their personal understanding of the meaning, draw or include an image that best represents the meaning of the word, then synonyms or antonyms of the vocabulary words.</i></p> <p><b><u>Academic Vocabulary</u></b>  Attribute  Hierarchy</p>	<p><b><u>Academic Vocabulary Practice</u></b>  <i>Students create vocabulary word cards by reviewing unit vocabulary, then recording their definitions, rating their personal understanding of the meaning, draw or include an image that best represents the meaning of the word, then synonyms or antonyms of the vocabulary words.</i></p> <p><b><u>Academic Vocabulary</u></b>  Demarcate  Fundamental  Democracy</p>	<p><b><u>Academic Vocabulary Practice</u></b>  <i>Students create vocabulary word cards by reviewing unit vocabulary, then recording their definitions, rating their personal understanding of the meaning, draw or include an image that best represents the meaning of the word, then synonyms or antonyms of the vocabulary words.</i></p> <p><b><u>Academic Vocabulary</u></b>  pacification  tyranny  propaganda</p>	<p><b><u>Academic Vocabulary Practice</u></b>  <i>Students create vocabulary word cards by reviewing unit vocabulary, then recording their definitions, rating their personal understanding of the meaning, draw or include an image that best represents the meaning of the word, then synonyms or antonyms of the vocabulary words.</i></p> <p><b><u>Academic Vocabulary</u></b>  disarmament  appeasement  treachery</p>	<p><b><u>Lesson Reflection</u></b>  <i><b>Prompt:</b> "Reflecting on this group presentation, what are some specific actions or behaviors you feel proud of, and what areas do you think you could improve upon? How did these actions impact your learning and interactions with others?"</i></p> <p><b><u>Sentence Starter</u></b>  <i>"This week, I am proud to have... However, I need to improve..."</i></p>
<p><b>SPED Modification (s):</b>  What modifications are being made to accommodate the students receiving special services?</p>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise language with minimal jargon</li> <li>• Illustrated text</li> <li>• Building Background</li> <li>• Reduced workload</li> <li>• Extended time</li> <li>• Alternative Assessment</li> </ul>

	Assessment				
<b>ESL Modification (s):</b> What modifications are being made to accommodate the students receiving special services?	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• L1 Support (Spanish)</li> <li>• Illustrated Vocabulary</li> <li>• Read-Aloud</li> <li>• Leveled Text</li> <li>• Connecting Background Knowledge</li> <li>• 1.5x Time</li> <li>• Audio Summary of the text in English and Spanish</li> <li>• Sentence Stems</li> </ul>
<b>Assessment (s):</b> 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.	<u><b>Formative Assessments</b></u> -Check for Understanding -In-line Annotation  <u><b>Summative</b></u> -Vocabulary use in Sentences	<u><b>Formative Assessments</b></u> -Check for Understanding -In-line Annotation  <u><b>Summative</b></u> -Vocabulary use in Sentences	<u><b>Formative Assessments</b></u> -Check for Understanding -In-line Annotation  <u><b>Summative</b></u> -Vocabulary use in Sentences	<u><b>Formative Assessments</b></u> -Check for Understanding -In-line Annotation  <u><b>Summative</b></u> -Vocabulary use in Sentences	<u><b>Formative Assessments</b></u> -Check for Understanding -In-line Annotation  <u><b>Summative</b></u> -Vocabulary use in Sentences
<b>Corrective Activity (s):</b> What will I do if the student doesn't understand the lesson?	<u><b>Heterogeneous Grouping</b></u> <ul style="list-style-type: none"> <li>• Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge</li> </ul>	<u><b>Heterogeneous Grouping</b></u> <ul style="list-style-type: none"> <li>• Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge</li> </ul> <u><b>Repetition/L1</b></u>	<u><b>Heterogeneous Grouping</b></u> <ul style="list-style-type: none"> <li>• Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge</li> </ul>	<u><b>Heterogeneous Grouping</b></u> <ul style="list-style-type: none"> <li>• Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge</li> </ul> <u><b>Repetition/L1 support</b></u> <ul style="list-style-type: none"> <li>• (Teacher provides an explanation of</li> </ul>	<u><b>Heterogeneous Grouping</b></u> <ul style="list-style-type: none"> <li>• Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge</li> </ul> <u><b>Repetition/L1 support</b></u>

	<p>knowledge <u>Repetition/L1 support</u></p> <ul style="list-style-type: none"> <li>(Teacher provides an explanation of the concept in Spanish for students that are struggling.</li> </ul>	<p><u>support</u></p> <ul style="list-style-type: none"> <li>(Teacher provides an explanation of the concept in Spanish for students that are struggling.</li> </ul>	<p><u>Repetition/L1 support</u></p> <ul style="list-style-type: none"> <li>(Teacher provides an explanation of the concept in Spanish for students that are struggling.</li> </ul>	<p>the concept in Spanish for students that are struggling.</p>	<ul style="list-style-type: none"> <li>(Teacher provides an explanation of the concept in Spanish for students that are struggling.</li> </ul>
<p><b>Extension/Enrichment Activity (s):</b> What will I do with students who understand quicker than others?</p>	<ul style="list-style-type: none"> <li>Extension Questions</li> <li>Vocabulary Review</li> </ul>	<ul style="list-style-type: none"> <li>Extension Questions</li> <li>Vocabulary Review</li> </ul>	<ul style="list-style-type: none"> <li>Extension Questions</li> <li>Vocabulary Review</li> </ul>	<ul style="list-style-type: none"> <li>Extension Questions</li> <li>Vocabulary Review</li> </ul>	<ul style="list-style-type: none"> <li>Extension Questions</li> <li>Vocabulary Review</li> </ul>
<p><b>Technology Integration:</b> How will the students use technology to help them master the objective.</p>	<ul style="list-style-type: none"> <li>Students will use Nearpod, which is embedded with the following assistive technology:</li> <li>Text-to-Speech</li> <li>Highlighting</li> <li>Focused Reading</li> <li>Illustrated picture dictionary</li> <li>In-line text translation</li> <li>Students also have access to a class document that includes how-to guides for completing</li> </ul>	<ul style="list-style-type: none"> <li>Students will use Nearpod, which is embedded with the following assistive technology:</li> <li>Text-to-Speech</li> <li>Highlighting</li> <li>Focused Reading</li> <li>Illustrated picture dictionary</li> <li>In-line text translation</li> <li>Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and</li> </ul>	<ul style="list-style-type: none"> <li>Students will use Nearpod, which is embedded with the following assistive technology:</li> <li>Text-to-Speech</li> <li>Highlighting</li> <li>Focused Reading</li> <li>Illustrated picture dictionary</li> <li>In-line text translation</li> <li>Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word</li> </ul>	<ul style="list-style-type: none"> <li>Students will use Nearpod, which is embedded with the following assistive technology:</li> <li>Text-to-Speech</li> <li>Highlighting</li> <li>Focused Reading</li> <li>Illustrated picture dictionary</li> <li>In-line text translation</li> <li>Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use Nearpod, which is embedded with the following assistive technology:</li> <li>Text-to-Speech</li> <li>Highlighting</li> <li>Focused Reading</li> <li>Illustrated picture dictionary</li> <li>In-line text translation</li> <li>Students also have access to a class document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.</li> </ul>



	<b>assignments, school resources, digital word walls, texts, and links to missing assignments.</b>	<b>links to missing assignments.</b>	<b>walls, texts, and links to missing assignments.</b>		
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