

# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, January 21 through Friday, January 24*



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.)	<u>MLK Day – No Classes</u>	<u>SELECTION</u> <b>Text:</b> MyPerspectives – Inaugural Address - JFK (SE pp. 292-293)	<u>SELECTION</u> <b>Text:</b> MyPerspectives – Inaugural Address - JFK (SE pp. 294-295)	<u>SELECTION</u> <b>Text:</b> MyPerspectives – Inaugural Address - JFK (SE p. 296)	<u>SELECTION</u> <b>Text:</b> MyPerspectives – Inaugural Address - JFK (SE p. 296)
<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.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.W.TTP.2</b> Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</li> <li>- <b>9-10.W.TTP.2 .a</b> Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</li> <li>- <b>9-10.W.TTP.2 .b</b> Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</li> <li>- <b>9-10.W.TTP.2 .c</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>- <b>9-10.W.TTP.2 .d</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>- <b>9-10.W.TTP.2 .e</b> Use appropriate formatting, graphics, and multimedia to aid comprehension.</li> <li>- <b>9-10.W.TTP.2 .f</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic</li> <li>- <b>9-10.W.RBPK.8</b> Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> <li>- <b>9-10.W. RBPK.9</b> Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.</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.SL.CC.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>- <b>9-10.SL.PKI.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>- <b>9-10.W.RBPK.7</b> Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</li> <li>- <b>9-10.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</li> <li>- <b>9-10.L.KL.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul>				

**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 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....**

*Given* graphic organizers and leveled texts,

*I can* demonstrate comprehension of *John F. Kennedy's Inaugural Address* with 80% accuracy.

**Possible Misconception (s):**

What misconception(s) are you anticipating during this lesson?

❑ **Understanding of Political Concepts:** ELLs may have difficulty grasping complex political concepts and the nuanced relationship between power and freedom as presented in the speech. They might not fully understand how power can be used to protect or suppress freedom.

❑ **Historical Context:** The speech is deeply rooted in the historical context of the Cold War. ELLs might struggle to understand the references to the balance of power, the struggle against tyranny, and the promotion of freedom in a divided world.

❑ **Metaphorical Language:** JFK's use of metaphors and rhetorical devices can be challenging. Phrases like "bear any burden" and "pay any price" to defend freedom might be taken literally rather than understood as expressions of commitment and resolve.

❑ **Cultural Differences:** Different cultural backgrounds can lead to different interpretations of the concepts of power and freedom. ELLs might have varying perspectives based on their own countries' histories and political systems.

❑ **Tone and Emphasis:** The passionate and formal tone of the speech might lead ELLs to misunderstand the urgency and importance that JFK placed on the relationship between power and freedom. They might not recognize the speech's call to action and its broader implications.

❑ **Syntax and Structure:** The complex sentence structures and sophisticated language used in the speech can be a barrier. ELLs might find it challenging to follow JFK's arguments and the connections he draws between power and freedom.

**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.

**MLK Day – No Classes****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.*

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*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 Review**

*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**  
*enunciation; gesture;*

**Quickwrite**

*Students answer a text-related prompt*

		<b><u>Academic Vocabulary</u></b> <i>tone; inflection</i>	<b><u>Academic Vocabulary</u></b> <i>gesture; enunciation</i>	<i>inflection; tone</i>	
<b>Agenda for the Day</b> Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review.	▪ <b><u>MLK Day – No Classes</u></b>	▪ Do Now (5 minutes) ▪ Review Learning Objective ( 2 minutes) ▪ I Do (10 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes)	▪ Do Now (5 minutes) ▪ Review Learning Objective ( 2 minutes) ▪ I Do (10 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes)	▪ Do Now (5 minutes) ▪ Review Learning Objective ( 2 minutes) ▪ I Do (10 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes)	▪ Do Now (5 minutes) ▪ Review Learning Objective ( 2 minutes) ▪ I Do (10 minutes) ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes)

<p><b>Beginning of Lesson</b> <b>I Do</b></p> <p><b>Science:</b> Engage &amp; Explore</p>	<p><u><b>MLK Day – No Classes</b></u></p>	<p><u><b>Text and Author Background</b></u> <i>Students read and annotate the following:</i></p> <p><i>What was John F. Kennedy’s definition of “freedom”? What threats to freedom did he and the American people sense at the time the speech was delivered? What connections does he make between the concept of freedom and America’s place in the world as a major power?</i></p>	<p><u><b>First Review Media: Video – Inaugural Address</b></u> Students watch videos of FDR’s <i>The Four Freedoms</i> and JFK’s <i>Inaugural Address</i>, logging evidence to compare both presidents’ ideas of freedom and the reception to it.</p>	<p><u><b>Close Review – Inaugural Address</b></u> <i>Students review the video and note new observations in their evidence logs.</i></p>	<p><u><b>Quiz</b></u> <i>Students quiz for weekly reading.</i></p>
<p><b>Middle of the lesson</b> <b>We Do</b></p> <p><b>Science:</b> Explain and Elaborate</p>	<p><u><b>MLK Day – No Classes</b></u></p>	<p><u><b>First Review Media: Video – Four Freedoms</b></u> Students watch videos of FDR’s <i>The Four Freedoms</i> and JFK’s <i>Inaugural Address</i>, logging evidence to compare both presidents’ ideas of freedom and the reception to it.</p>	<p><u><b>Peer Feedback</b></u> Groups share essays and offer feedback on work.</p>	<p><u><b>Close Review – Inaugural Address</b></u> <i>Students review the video and note new observations in their evidence logs.</i></p>	<p><u><b>Quiz</b></u> <i>Students quiz for weekly reading.</i></p>
<p><b>End of the Lesson</b> <b>You Do</b></p> <p><b>Science:</b> Evaluate</p>	<p><u><b>MLK Day – No Classes</b></u></p>	<p><u><b>Drafting</b></u> <i>Students engage in a first read of the text, using annotation strategies to log unfamiliar ideas and concepts in the text.</i></p>	<p><u><b>Editing</b></u> Students continue to edit and incorporate peer feedback into their essays/</p>	<p><u><b>Close Review – Inaugural Address</b></u> <i>Students answer text-dependent questions about the text.</i></p>	<p><u><b>Quiz</b></u> <i>Students quiz for weekly reading.</i></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>MLK Day – No Classes</u></b></p>	<p><b><u>Thesis</u></b>  Students summarize their thesis into a complete sentence and share with the class.</p>	<p><b><u>Media Vocabulary</u></b>  <i>Students complete show-you-know sentences which task them with finishing a sentence that includes a vocabulary word.</i></p> <p>1.) Florence is working on her enunciation; ____.  Possible response: she would like her speech to be easier to understand.</p> <p>2.) The professional storyteller was a master of inflection; ____.  Possible response: she kept the audience in suspense by slowing down and lowering her voice.</p> <p>3.) Timothy is easy to listen to because of the tone of his voice; ____.  Possible response: it is even and mellow.</p>	<p><b><u>Connect the Text</u></b>  <i>Students write sentences that connect the text to the essential question.</i></p>	<p><b><u>Lesson Reflection</u></b></p> <p><i><b>Prompt:</b> “Reflecting on this group work, 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 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>	<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>

<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>Repetition/L1 support</b></u> <ul style="list-style-type: none"> <li>• (Teacher provides an</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 the concept in</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</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 the concept in Spanish for students that are struggling.</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 the concept in Spanish for</li> </ul>

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<b>Extension/Enrichment Activity (s):</b> What will I do with students who understand quicker than others?	<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>
<b>Technology Integration:</b> How will the students use technology to help them master the objective.	<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,</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>	<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>

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