

2024-2025 Weekly Lesson Planning Document

Week of Monday, January 27 through Friday, January 31



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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	SELECTION Text: MyPerspectives Speech to United Nations– Malala Yousafzai (SE pp. 304-307)	SELECTION Text: MyPerspectives Speech to United Nations– Malala Yousafzai (SE pp. 308-314)	SELECTION Text: MyPerspectives Speech to United Nations– Malala Yousafzai (SE pp. 308-314)	SELECTION Text: MyPerspectives Speech to United Nations– Malala Yousafzai (SE pp. 315-317)	SELECTION Text: MyPerspectives Speech to United Nations– Malala Yousafzai (SE pp. 318-323)
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.	<ul style="list-style-type: none">• 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.• 10.RI. RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.• 9-10. SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others’ ideas and expressing one’s own	<ul style="list-style-type: none">• 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.• 10.RI. RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.• 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.• 9-10. RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.• 9-10. RI.CS.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.• 9-10. RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.	<ul style="list-style-type: none">• 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.• 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.• 9-10.L.VAU.4b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.• 9-10.RI.KID.2 Determine a central idea of a text and analyze its development;	<ul style="list-style-type: none">• 9-10.L.VAU.6 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.• 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.• 9-10.RI.IK1.7 Evaluate the topic or subject in two diverse	

	ideas clearly and persuasively.		<p>provide an objective or critical summary.</p> <p>• 9-10. RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>• 10.RI. RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>• 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>• 9-10.W. RBPK.9 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</p> <p>• 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.</p>
<p>Objective (s): What specifically should students be able to do at the end of the lesson? The objective is standards-based.</p> <p>Write the objective in student friendly terms. For example, I can multiply binomials.</p> <p>This is should also be on your Whiteboard Protocol.</p> <p>What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written</p>	Given graphic organizers the student will be able to create a personalized schedule for study.	Given graphic organizers the student will be able to comprehend with 80% accuracy.	Given sentence stems the student will be able to analyze the craft and structure of Malala Yousafzai's Speech to the United Nations with 80% accuracy.	Given graphic organizers the student will be able to comprehend with 80% accuracy.

using the stem... I CAN....				
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Possible Misconception (s):
What misconception(s) are you anticipating during this lesson?

Misconception: Some students might believe they can rely on their teammates to complete the project without contributing much themselves.

Reality: Effective group work requires active participation from all members to achieve the best outcome.

Misconception: Students might assume that roles and tasks will naturally fall into place without clear communication.

Reality: Clear communication and defined roles are crucial for the success of the group.

Misconception: The idea that working in a group will reduce individual workload.

Reality: While tasks are divided, the quality and coordination required can sometimes mean more effort from each member.

Misconception: Thinking that her speech focused solely on advocating for girls' education.

Reality: While girls' education is a central theme, Malala's speech also addresses broader issues of peace, equality, and the power of education to transform societies.

Misconception: Believing that Malala's advocacy is limited to her home country.

Reality: Malala spoke on behalf of all children around the world who are denied the right to education, emphasizing the global nature of the issue.

Misconception: Assuming that Malala wrote and delivered her speech without any support. **Reality:** While Malala's words and experiences were her own, she had the support of her family, the Malala Fund, and other advocates who helped her craft and deliver a powerful message.

Misconception: Thinking that the speech was primarily a recounting of her own experiences. **Reality:** Malala used her personal story as a launching point to address broader themes of courage, resilience, and the right to education for all children.

Misconception: Believing that Malala's speech led to instant changes in education policies worldwide.

Reality: While her speech raised significant awareness and garnered international support, changing education policies is a complex and ongoing process.

Misconception: Believing that Malala solely relies on emotional stories and appeals to gain sympathy. **Reality:** Malala effectively uses a combination of ethos (credibility), pathos (emotional appeal), and logos (logical reasoning) to strengthen her argument and connect with her audience.

Misconception: Thinking that rhetorical questions are intended to create doubt or confusion. **Reality:** Malala uses rhetorical questions to provoke thought, emphasize key points, and engage the audience in considering important issues.

Misconception: Assuming that the speech is purely emotional and does not include logical reasoning. **Reality:** Malala presents well-reasoned arguments supported by facts and evidence to build a compelling case for education and human rights.

Misconception: Believing that repeated phrases or words are unnecessary and repetitive.

Reality: Malala uses repetition strategically to reinforce her message and make it more memorable and impactful.

Misconception: Thinking that metaphors, similes, and other

Misconception: Believing that the interview solely focuses on Malala's life story and personal challenges.

Reality: While Malala's personal experiences are a significant part of the interview, it also covers broader issues such as global education, women's rights, and advocacy for social change.

Misconception: Assuming that Malala's answers were pre-written or heavily guided by others.

Reality: Malala's responses are genuine and reflective of her own thoughts, experiences, and advocacy work. Her eloquence and passion come from her deep commitment to her cause.

Misconception: Thinking that the purpose of the interview is to elicit pity for Malala.

Reality: The interview aims to raise awareness about the importance of education and human rights. Malala's story is used as an inspiration and a call to action.

Misconception:

Believing that disagreements will resolve themselves without addressing them.

Reality: Open communication and conflict resolution are vital for maintaining a productive group dynamic.

Misconception:

Assuming that all members will be able to meet and work at the same times.

Reality: Different schedules and work styles require flexibility and planning to coordinate effectively.

Misconception:

Thinking that the most knowledgeable person should take control and handle most tasks.

Reality: Leadership should be shared, and all members should contribute their strengths to ensure balanced participation.

figurative language are included only for aesthetic purposes.

Reality: Malala uses figurative language to convey complex ideas more vividly and to help the audience grasp the emotional and moral significance of her message.

Misconception: Believing that direct quotes from famous figures are included just to demonstrate familiarity with well-known texts or individuals.

Reality: Malala incorporates direct quotes to align her message with respected voices, add authority to her speech, and show continuity with historical struggles for justice and equality.

rather than seeking sympathy.

Misconception:

Believing that Malala's accomplishments are solely her own and that she acted independently.

Reality: The interview acknowledges the support of Malala's family, especially her father, and the broader movement for education and women's rights. It highlights the collective efforts behind her success.

Misconception:

Assuming that the interview downplays or ignores the risks and challenges Malala encountered.

Reality: The interview discusses the threats and violence Malala faced, including the Taliban attack, to underscore her bravery and the ongoing struggle for education in dangerous regions.

Misconception:

Thinking that Malala's advocacy efforts were limited to the time around the interview.

Reality: Malala has continued her activism and has made significant contributions to global education and women's rights through the Malala Fund and various initiatives.

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.	<u>Introduction to the Practice Test</u> Students review the ELPA 21 test primer, then answer a multiple-choice comprehension question about the testing procedure.	<u>Practice Test: Listening</u> <i>Students practice the listening portion of the practice test.</i>	<u>Practice Test: Reading</u> <i>Students practice the reading portion of the practice test.</i>	<u>Practice Test: Writing</u> <i>Students practice the writing portion of the practice test.</i>	<u>Practice Test: Speaking</u> <i>Students practice the speaking portion of the practice test.</i>
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.	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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>Beginning of Lesson I Do</p> <p>Science: Engage & Explore</p>	<p><u>Small-Group Learning Strategies (TE & SE p304)</u> <i>Students watch a video on small-group learning strategies</i></p>	<p><u>Text and Author Background (TE & SE p308-309)</u> <i>Students read and annotate background information about the text and author.</i></p> <p><i>Students then respond to the following prompt: “Why is it important to be vocal when your human rights are threatened or taken away? How can you gain support in a struggle against violent forces? Why is having the support of outside government groups important?”</i></p>	<p><u>First Read (TE & SE p308)</u> <i>Students Notice, Annotate, Connect, and Respond to the text. The ‘Respond’ portion will always be completed at the end of the first read.</i></p>	<p><u>Word Study – Latin Prefix bene (TE p315)</u> <i>Students identify the meaning of the Latin root bene and identify its use in words.</i></p>	<p><u>Text and Author Background (TE & SE p318)</u> <i>Students read and annotate background information about the text and author.</i></p> <p><i>Students then respond to the following prompt: “What are the consequences of vocalizing one’s convictions? How do people tend to react to an aggressive response to their beliefs?”</i></p>
<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p><u>Working as a Team (TE & SE p306)</u> <i>Students collaborate to create a list of ‘action items’ that students must complete in order to meet the lesson objective.</i></p>	<p><u>Concept Vocabulary (TE & SE p308)</u> <i>Students preview text vocabulary. Then, groups identify familiar word parts in the vocabulary words, then share words with similar word parts.</i></p> <p><u>Materials</u> <i>30-30-30 Chart Nearpod Draw-It Activity</i></p>		<p><u>Analyze Craft & Structure (TE & SE p316)</u> <i>Students will identify types of rhetorical devices and evidence of their use in Malala Yousafzai’s speech.</i></p>	<p><u>Media Vocabulary (TE & SE p308)</u> <i>Students preview text vocabulary. Then, groups identify familiar word parts in the vocabulary words, then share words with similar word parts.</i></p> <p><u>Materials</u> <i>30-30-30 Chart Nearpod Draw-It Activity</i></p>
<p>End of the Lesson You Do</p> <p>Science: Evaluate</p>	<p><u>Make a Schedule (TE & SE pp. 305-307)</u> <i>Students preview the weekly schedule and consider how long it will take them to complete the activities in each section of the lesson.</i></p>	<p><u>First Read (TE & SE p308)</u> <i>Students Notice, Annotate, Connect, and Respond to the text. The ‘Respond’ portion will always be completed at the end of the first read.</i></p>	<p><u>Comprehension Check (TE & SE p314)</u> <i>Students complete comprehension questions about the text.</i></p>	<p><u>Evidence Log</u> <i>Students use evidence from the text that answers the essential question.</i></p>	<p><u>First Review (TE & SE p318)</u> <i>Students Notice, Annotate, Connect, and Respond to the text. The ‘Respond’ portion will always be completed at the end of the first read.</i></p> <p><i>Students will then answer comprehension questions about the text.</i></p>

<p>(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.</p>	<p><u>Am I On Track?</u> <i>Students complete a checklist of lesson objectives to reflect on their areas of growth and success.</i></p>	<p><u>Academic Vocabulary Cards</u> <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><u>Academic Vocabulary</u> <i>beneficent; envoy; initiative</i></p>	<p><u>Am I On Track?</u> <i>Students complete a checklist of lesson objectives to reflect on their areas of growth and success.</i></p>	<p><u>Am I On Track?</u> <i>Students complete a checklist of lesson objectives to reflect on their areas of growth and success.</i></p>	<p><u>Am I On Track?</u> <i>Students complete a checklist of lesson objectives to reflect on their areas of growth and success.</i></p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative Assessment
<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud • Leveled Text • Connecting Background Knowledge • 1.5x Time • Audio Summary of the text in English and Spanish • Sentence Stems 	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud • Leveled Text • Connecting Background Knowledge • 1.5x Time • Audio Summary of the text in English and Spanish • Sentence Stems 	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud • Leveled Text • Connecting Background Knowledge • 1.5x Time • Audio Summary of the text in English and Spanish • Sentence Stems 	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud • Leveled Text • Connecting Background Knowledge • 1.5x Time • Audio Summary of the text in English and Spanish • Sentence Stems 	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud • Leveled Text • Connecting Background Knowledge • 1.5x Time • Audio Summary of the text in English and Spanish • Sentence Stems

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.	<u>Formative Assessments</u> -Check for Understanding -In-line Annotation <u>Summative</u> -Vocabulary use in Sentences	<u>Formative Assessments</u> -Check for Understanding -In-line Annotation <u>Summative</u> -Vocabulary use in Sentences	<u>Formative Assessments</u> -Check for Understanding -In-line Annotation <u>Summative</u> -Vocabulary use in Sentences	<u>Formative Assessments</u> -Check for Understanding -In-line Annotation <u>Summative</u> -Vocabulary use in Sentences	<u>Formative Assessments</u> -Check for Understanding -In-line Annotation <u>Summative</u> -Vocabulary use in Sentences
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>Heterogeneous Grouping</u> <ul style="list-style-type: none"> Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge <u>Repetition/L1 support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling.
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	<ul style="list-style-type: none"> Extension Questions Vocabulary Review 	<ul style="list-style-type: none"> Extension Questions Vocabulary Review 	<ul style="list-style-type: none"> Extension Questions Vocabulary Review 	<ul style="list-style-type: none"> Extension Questions Vocabulary Review 	<ul style="list-style-type: none"> Extension Questions Vocabulary Review
Technology Integration:	<ul style="list-style-type: none"> Students will 	<ul style="list-style-type: none"> Students will use 	<ul style="list-style-type: none"> Students will 	<ul style="list-style-type: none"> Students will use 	<ul style="list-style-type: none"> Students will use

<p>How will the students use technology to help them master the objective.</p>	<p>use Nearpod, which is embedded with the following assistive technology:</p> <ul style="list-style-type: none"> • Text-to-Speech • Highlighting • Focused Reading • Illustrated picture dictionary • In-line text translation • 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. 	<p>Nearpod, which is embedded with the following assistive technology:</p> <ul style="list-style-type: none"> • Text-to-Speech • Highlighting • Focused Reading • Illustrated picture dictionary • In-line text translation • 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. 	<p>use Nearpod, which is embedded with the following assistive technology:</p> <ul style="list-style-type: none"> • Text-to-Speech • Highlighting • Focused Reading • Illustrated picture dictionary • In-line text translation • 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. 	<p>Nearpod, which is embedded with the following assistive technology:</p> <ul style="list-style-type: none"> • Text-to-Speech • Highlighting • Focused Reading • Illustrated picture dictionary • In-line text translation • 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. 	<p>Nearpod, which is embedded with the following assistive technology:</p> <ul style="list-style-type: none"> • Text-to-Speech • Highlighting • Focused Reading • Illustrated picture dictionary • In-line text translation • 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.
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