2024-2025 Weekly Lesson Planning Document
Week of Monday, February 03 through Friday, February 07

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** -*Caged Bird* by Maya Angelou -*Some Advice to Those Who Will Serve Time in Prison* by Nazim Hikmet (TE pp 324-335)	**SELECTION** *The Censors* by Luisa Valenzuela (TE pp 336-343)		**SELECTION** *from Freedom of the Press Report 2015* by Freedom Press (TE pp 344-347)	**SELECTION** *from Freedom of the Press Report 2015* by Freedom Press (TE pp 348-349)
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.	• **9-10.L.VAU.4** *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th and 10th grade-level text by choosing flexibly from a range of strategies.* • **10.RL. RRTC.10** *Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently*	• **9-10.L.VAU.4** *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th and 10th grade-level text by choosing flexibly from a range of strategies.* • **10.RL. RRTC.10** *Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently* • **9-10. RL.CS.4** *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.* • **9-10. RL.CS.6** *Analyze how point of view and/or author purpose shapes the content and style of diverse texts.*		• **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. RL.CS.4** *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and*	• **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.CS.5** *Analyze how an author's ideas or*

	• **9-10.RL.KID.1** *Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.* • **9-10. RL.CS.4** *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.* • **9-10. RL.CS.6** *Analyze how point of view and/or author purpose shapes the content and style of diverse texts.*		*how it communicates an informal or formal tone.* • **9-10. RL.CS.6** *Analyze how point of view and/or author purpose shapes the content and style of diverse texts.* • **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 ideas clearly and persuasively.* • **9-10.SL.PKI.6** *Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.*	*claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.* • **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 ideas clearly and persuasively* • **9-10.SL.PKI.4** *Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.* • **9-10.W.PDW.6** *Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*
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	Given graphic organizers and sentence starters, I can demonstrate comprehension of "*Poetry Collection:*	Given graphic organizers and sentence starters, I can demonstrate comprehension of "*The Censors*" with 80% accuracy.	Given graphic organizers and sentence starters, I can demonstrate comprehension of "*from Freedom of the Press*	Given graphic organizers and sentence starters, I can synthesize Unit 1 texts to answer the essential question with 80% accuracy.

able to do as a result of this lesson? The objective should be written using the stem… **I CAN….**	*Power and Liberty*" with 80% accuracy.		*Report 2015*" with 80% accuracy.	

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	**"Caged Bird" by Maya Angelou**		
	• *Misconception*: Some readers may interpret the poem literally as just about a bird in a cage. *Reality*: The poem is a metaphor for the struggle for freedom and the experiences of African Americans and other oppressed groups.	• *Misconception*: Believing that "The Censors" is merely a straightforward story about a man who becomes a censor to intercept his own letter. *Reality*: The story is a powerful allegory for the dangers of totalitarianism, censorship, and how individuals can become complicit in oppressive systems.	• **Misconception:** The report only covers negative aspects of press freedom. *Reality*: While the report does highlight declines and challenges, it also acknowledges areas where press freedom has improved and provides a balanced view of the global media landscape.
	• *Misconception*: Believing the poem solely addresses racial discrimination. *Reality*: While it strongly addresses racial oppression, it also speaks to broader themes of oppression, freedom, and the human spirit.	• *Misconception*: Thinking that the protagonist, Juan, joins the censorship office solely out of a desire to intercept his own letter. *Reality*: While intercepting his letter is his initial motivation, the story explores how his mentality shifts as he becomes increasingly absorbed and corrupted by the power of censorship.	• **Misconception:** The report is biased towards Western countries. *Reality*: The report evaluates press freedom in countries worldwide, including both Western and non-Western nations, using a consistent methodology to ensure objectivity.
		• *Misconception*: Viewing the story as a critique of censorship without considering its broader implications. *Reality*: The story delves into the complexities and psychological impacts of censorship, showing how it affects not only those being censored but also those who enforce it.	• **Misconception:** The report focuses solely on government censorship. *Reality*: The report examines a range of factors affecting press freedom, including violence against journalists, restrictive laws, media ownership, and the influence of non-state actors.
	• *Misconception*: Mistaking the straightforward language for simplicity in meaning. *Reality*: The seemingly simple language carries	• *Misconception*: Believing that the abrupt and dark ending is the sole focus of the story. *Reality*: The ending serves to underscore the dehumanizing effects of the censorship regime, but the narrative's richness lies in its exploration of power, control, and moral degradation throughout the story .	• **Misconception:** The report's findings are outdated by the time of publication. *Reality*: Although the report is based on data from the previous year, it provides a comprehensive analysis that remains relevant for understanding ongoing trends and issues in press freedom.
		• *Misconception*: Assuming that readers should feel sympathy for Juan throughout the entire story. *Reality*: While readers may initially sympathize with Juan, his transformation into a willing participant in the oppressive system complicates this sympathy, prompting readers to reflect on the ease with which people can be manipulated by power.	

deep and complex emotions and themes about freedom, resilience, and hope.

- *Misconception*: Focusing only on the struggles of the caged bird and overlooking the free bird's perspective. *Reality*: The contrast between the free bird and the caged bird highlights the inequality and lack of freedom, emphasizing the broader social message.

"Some Advice to Those Who Will Serve Time in Prison" by Nazim Hikmet

- *Misconception*: Believing the poem is only relevant to those physically incarcerated. *Reality*: The poem uses imprisonment as a metaphor for various forms of oppression and

challenges, offering advice on maintaining one's spirit and humanity under difficult circumstances.

- *Misconception*: Thinking the poem provides literal advice for surviving prison life.
  Reality: The poem's advice is metaphorical, encouraging resilience, inner strength, and hope in any situation of confinement or struggle.

- *Misconception*: Overlooking the poem's literary and poetic qualities due to its practical tone.
  Reality: Hikmet uses rich poetic devices and imagery to convey profound messages about survival, hope, and human dignity.

- *Misconception*:

	Ignoring the specific historical and cultural context of Hikmet's life and work. ***Reality*:** Understanding Hikmet's background as a political prisoner and his experiences provides deeper insight into the poem's themes and advice.				
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.	**Vocabulary Word Cards** Students will complete vocabulary cards for the following words: *-current* *-trill* *-flurry*	**Vocabulary Word Cards** Students will complete vocabulary cards for the following words: *-sabotage* *-intercept* *-subversive*	**Vocabulary Word Cards** Students will complete vocabulary cards for the following words: *-recessed* *-vestibule* *-muffled*	**Vocabulary Word Cards** Students will complete vocabulary cards for the following words: *-infographic* *-bar graph*	**Vocabulary Word Cards** Students will complete vocabulary cards for the following words: *-line graph* *-pie chart*
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)* ▪ 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)*	▪ 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)*

Beginning of Lesson **I Do** **Science:** Engage & Explore	**Text and Author Background (TE 324-325)** Students read and write annotations on the background information about the text and author.	**Text and Author Background (TE 336)** Students read and write annotations on the background information about the text and author.	**Analyze Craft and Structure: Satire (TE p. 341)** Students analyze author's tone, then answer questions regarding the use of the author's style in the text.	**Text and Organization Background (TE pp. 344-345)** Students read and write annotations on the background information about the text and organization.	**Research Project Introduction (p. 349)** Students research the issue of freedom of the press in at least 2 countries, then collaborate to create a presentation that compares data between their two chosen countries.
Middle of the lesson We Do **Science:** Explain and Elaborate	**First Read (TE: 324)** Students listen to a first read of the text while annotating unfamiliar words and phrases.	**First Read (TE: 336)** Students listen to a first read of the text while annotating unfamiliar words and phrases.	**Author's Style: Word Choice (TE p. 342)** Students cite examples of hyperbole from the text.	**First Review (TE: 344)** Students watch a text-based video while annotating unfamiliar words and phrases.	**Research Project Introduction (p. 349)** Students work in groups to research their chosen countries and complete an evidence log with textual evidence.
End of the Lesson You Do **Science:** Evaluate	**Comprehension Check (TE pp. 330 – 331)** Students answer TDQ's (Text-Dependent Questions) about the text.	**Concept Vocabulary Worksheet (TE p.336)** Students practice academic vocabulary	**Comprehension Check (p.339)** Students answer TDQ's (Text-Dependent Questions) about the text.	**Comprehension Check Worksheet (TE p. 347)** Students answer TDQ's (Text-Dependent Questions) about the text.	**Research Project Introduction (p. 349)** Students work in groups to research their chosen countries and complete an evidence log with textual evidence.

(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.	**Exit Ticket: Vocabulary Word Cards** Students will complete vocabulary cards for the following words: -*current* -*trill* -*flurry*	**Exit Ticket: Vocabulary Word Cards** Students will complete vocabulary cards for the following words: -*sabotage* -*intercept* -*subversive*	**Exit Ticket: Vocabulary Word Cards** Students will complete vocabulary cards for the following words: -*recessed* -*vestibule* -*muffled*	**Exit Ticket: Vocabulary Review Game** Students play a game to identify the meaning of unit vocabulary words. **Vocabulary Words** -*current* -*trill* -*flurry* -*sabotage* -*intercept* -*subversive* -*recessed* -*vestibule* -*muffled*	**Evidence Log (p. 349)** Students add textual evidence to their evidence logs that answer the essential question.
SPED Modification (s): What modifications are being made to accommodate the students receiving special services?	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**
ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	• **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**	• **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**	• **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**	• **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**	• **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.	**Formative Assessments** -Content Vocabulary Cards -Check for Understanding **Summative** -Content Worksheets -Unit Quiz	**Formative Assessments** -Content Vocabulary Cards -Check for Understanding **Summative** -Content Worksheets -Unit Quiz	**Formative Assessments** -Content Vocabulary Cards -Check for Understanding **Summative** -Content Worksheets -Unit Quiz	**Formative Assessments** -Content Vocabulary Cards -Check for Understanding **Summative** -Content Worksheets -Unit Quiz	**Formative Assessments** -Content Vocabulary Cards -Check for Understanding **Summative** -Content Worksheets -Unit Quiz
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	**Heterogeneous Grouping** **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** **Repetition/L1 support** **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	**Heterogeneous Grouping** **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** **Repetition/L1 support** **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	**Heterogeneous Grouping** **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** **Repetition/L1 support** **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	**Heterogeneous Grouping** **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** **Repetition/L1 support** **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	**Heterogeneous Grouping** **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** **Repetition/L1 support** **(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?	**Extension Questions** **Vocabulary Review**	**Extension Questions** **Vocabulary Review**	**Extension Questions** **Vocabulary Review**	**Extension Questions** **Vocabulary Review**	**Extension Questions** **Vocabulary Review**
Technology Integration:	**Students will use Nearpod,**	**Students will use Nearpod, which**	**Students will use Nearpod,**	**Students will use Nearpod, which is**	**Students will use Nearpod, which is**

How will the students use technology to help them master the objective.	**which is embedded with the following assistive technology:** • **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.**	**is embedded with the following assistive technology:** • **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.**	**which is embedded with the following assistive technology:** • **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.**	**embedded with the following assistive technology:** • **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.**	**embedded with the following assistive technology:** • **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.**