2024-2025 Weekly Lesson Planning Document

Week of Monday, February 18 through Friday, February 21

OVERTON
HIGH SCHOOL

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.)	**No School – President's Day**	**SELECTION** -*"Letter From Birmingham Jail" Dr. Martin Luther King, Jr.* (TE pp 270-287)	**SELECTION** -*"Letter From Birmingham Jail" Dr. Martin Luther King, Jr.* (TE pp 288-289)	**SELECTION** -*"Letter From Birmingham Jail" Dr. Martin Luther King, Jr.* (TE pp 290-291)	**SELECTION** -*"Letter From Birmingham Jail" Dr. Martin Luther King, Jr.* (TE pp 292-293)
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.	**No School – President's Day**	• **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.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary. • **9.RI. RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	• **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.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning. • **9-10.RI.IKI.9** Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts. • **9-10. RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including	• **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.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning. • **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.b** Use common grade-appropriate	• **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. • **9-10.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) • **9-10.W. RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in

			figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	morphological elements as clues to the meaning of a word or a phrase. • **9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. • **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.	literature or informational texts, applying grade band 9-10 standards for reading to source material.
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….**	<u>**No School – President's Day**</u>	Given annotations and sentence starters, I can demonstrate comprehension of *Letters from a Birmingham Jail* with 80% accuracy.			

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	**No School – President's Day**	- **King's Tone**: Some students might misinterpret King's tone as solely angry or confrontational. While King does express frustration and urgency, his tone is also one of deep compassion, moral conviction, and a call for unity and understanding. - **Audience**: Another misconception is that the letter was intended only for African Americans or activists. In reality, it was addressed to a broad audience, including white moderates and clergymen who criticized his methods. King sought to explain the necessity of direct action to a wide range of readers. - **Purpose of Nonviolent Action**: Students might misunderstand the concept of nonviolent direct action, thinking it means passive acceptance. King emphasized that nonviolent direct action is meant to create tension and provoke thought and dialogue, not to avoid conflict entirely. - **Historical Context**: Some might not fully grasp the historical context in which the letter was written. It was penned during the Civil Rights Movement, a time of intense racial segregation and discrimination. Understanding this context is crucial to appreciating the letter's urgency and significance. - **Philosophical Influences**: High schoolers might overlook the philosophical influences on King, such as the teachings of Mahatma Gandhi, Henry David Thoreau, and even Christian theology. These influences shaped his views on civil disobedience and justice. - **Impact and Reception**: Lastly, students might not recognize the immediate and long-term impact of the letter. It was a pivotal document that influenced public opinion and became a key text in the Civil Rights Movement.			
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.	**No School – President's Day**	**Vocabulary Word Cards** Students will complete vocabulary cards for the following words: -complacency -idly -languished	**Group Discussion (TE p. 288)** Students answer a discussion text to contribute to classroom discussion. *Prompt: What might motivate someone to write letters from jail?*	**Vocabulary Word Cards** Students will complete vocabulary cards for the following words: -postpone -stagnation -yearning	**Vocabulary Review Game** Students will test their knowledge of the weekly academic vocabulary and match English definitions to their appropriate words.
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.	**No School – President's Day**	▪ 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	**No School – President's Day**	**Text and Author Background (TE pp. 270-271)** Students read and write annotations on the background information about the text and author, then listen to a summary of the text.	**Close Read (TE pp. 270-271)** Students read through select portions of the text and complete a graphic organizer.	**Analyze Craft and Structure - Argument (TE p. 289)** Students view conventions of arguments and observe elements present in the text.	**Quiz: Letter From Birmingham** Students complete quiz on text and week vocabulary.
Middle of the lesson We Do **Science:** Explain and Elaborate	**No School – President's Day**	**First Read (TE 270)** Students listen to a first read of the text while annotating unfamiliar words and phrases.	**Close Read (TE pp. 270-271)** Students read through select portions of the text and complete a graphic organizer.		
End of the Lesson You Do **Science:** Evaluate	**No School – President's Day**	**Comprehension Questions (TE p. 287)** Students answer text-dependent questions about the text.	**Evidence Log** Students record specific parts of the text in their evidence logs to answer the essential question.	**Analyze Craft and Structure - Argument (TE p. 289)** Students complete practice worksheet on arguments.	

(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.	**No School – President's Day**	**Exit Ticket: Vocabulary Word Cards** Students will complete vocabulary cards for the following words: *-complacency* *-idly* *-languished*	**Exit Ticket: Cloze Sentences** Students use vocabulary words in incomplete sentences to make them whole.	**Exit Ticket: Vocabulary Word Cards** Students will complete vocabulary cards for the following words: *-postpone* *-stagnation* *-yearning*	**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?	**No School – President's Day**	• **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?	**No School – President's Day**	• **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.	**No School – President's Day**	**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?	<u>**No School – President's Day**</u>	<u>Heterogeneous Grouping</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>**Repetition/L1 support**</u> • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	<u>Heterogeneous Grouping</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>**Repetition/L1 support**</u> • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	<u>Heterogeneous Grouping</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>Repetition/L1 support</u> • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	<u>Heterogeneous Grouping</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>Repetition/L1 support</u> • **(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?	<u>**No School – President's Day**</u>	• **Extension Questions** • **Vocabulary Review**	• **Extension Questions** • **Vocabulary Review**	• **Extension Questions** • **Vocabulary Review**	• **Extension Questions** • **Vocabulary Review**
Technology Integration: How will the students use technology to help them master the objective.	<u>**No School – President's Day**</u>	• **Students will use Nearpod, which is embedded with the following assistive technology:** • **Text-to-Speech** • **Highlighting** • **Focused Reading** • **Illustrated picture dictionary** • **In-line text translation**	• **Students will use Nearpod, which is embedded with the following assistive technology:** • **Text-to-Speech** • **Highlighting** • **Focused Reading** • **Illustrated picture dictionary** • **In-line text**	• **Students will use Nearpod, 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**	• **Students will use Nearpod, which is embedded with the following assistive technology:** • **Text-to-Speech** • **Highlighting** • **Focused Reading** • **Illustrated picture dictionary** • **In-line text translation** • **Students also**

		• **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.**	**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.**	**document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.**	**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.**