

2024-2025 Weekly Lesson Planning Document

Week of Monday, February 24 through Friday, February 28



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.)	<u>SELECTION</u> - <i>“Media: Video Remarks on the Assassination of Dr. Martin Luther King, Jr.” Robert Kennedy</i> (SE pp 294-297)			<u>Performance Task: Writing Focus</u> <i>Write an Informative Essay</i> (SE pp 298-303)	
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.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.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.	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.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.TTP.2 .b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of	• 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.TTP.2 .a Provide an introduction that is relevant to the rest of the text and effectively engages the audience • 9-10.W.TTP.2 .b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. • 9-10.W.TTP.2 .c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations,	• 9-10.L.KL.3 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. • 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 transitions. • 9-10.W.TTP.2 .c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the

			<p>appropriate and varied transitions.</p> <ul style="list-style-type: none"> • 9-10.W.TTP.2 .e Use appropriate formatting, graphics, and multimedia to aid comprehension. 	<p>or other information and examples appropriate to the audience's knowledge of the topic.</p> <ul style="list-style-type: none"> • 9-10.W.TTP.2 .d Provide a concluding statement or section that follows from and supports the information or explanation presented. • 9-10.W.TTP.2 .e Use appropriate formatting, graphics, and multimedia to aid comprehension. • 9-10.W.TTP.2 .f Use precise language and domain-specific vocabulary to manage the complexity of the topic. • 9-10.W.RBPK.7 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. • 9-10. 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 	<p>audience's knowledge of the topic.</p> <ul style="list-style-type: none"> • 9-10.W.TTP.2 .d Provide a concluding statement or section that follows from and supports the information or explanation presented. • 9-10.W.TTP.2 .e Use appropriate formatting, graphics, and multimedia to aid comprehension. • 9-10.W.TTP.2 .f Use precise language and domain-specific vocabulary to manage the complexity of the topic. • 9-10.W.RBPK.8 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.
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				following a standard format for citation.	
				• 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	
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....	Given annotations and sentence starters, I can demonstrate comprehension of <i>Remarks on the Assassination of Dr. Martin Luther King, Jr.</i> with 80% accuracy.			Given sentence starters and model essays, I can write an informative essay with 80% accuracy.	

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p>❑ RFK's speech incited riots: Some might think RFK's speech led to violence, but in reality, it helped prevent riots in Indianapolis.</p> <p>❑ RFK was indifferent: There might be a belief that RFK was detached or unemotional, but his speech was heartfelt and deeply personal.</p> <p>❑ RFK's speech was scripted: Some may assume his remarks were pre-written, but they were actually improvised on the spot.</p> <p>❑ RFK only addressed African Americans: It might be thought that his speech was only for African American supporters, but it was broadcasted widely and aimed at all Americans.</p> <p>❑ RFK's speech was short and insignificant: Some might believe his remarks were brief and unimportant, but they are considered one of the greatest speeches of the 20th century.</p>			<p>❑ Informative essays are boring: Many students believe that informative essays are dry and uninteresting. However, with the right topic and approach, they can be engaging and compelling.</p> <p>❑ It's just about presenting facts: Some might think that writing an informative essay is simply listing facts. In reality, it's about presenting information in a structured, coherent way that makes sense to the reader.</p> <p>❑ Opinions are not allowed: While it's true that informative essays should be objective, they can still include analysis and interpretation of the information provided.</p> <p>❑ It's all about research: Students might think that informative essays only rely on external sources. However, personal knowledge and insights can also be valuable in supporting the information presented.</p> <p>❑ Longer is better: There's a misconception that longer essays are better. Quality and clarity are far more important than quantity in an informative essay.</p> <p>❑ The introduction is just a formality: Some students may think the introduction isn't crucial, but it's the reader's first impression and should effectively set the stage for the essay.</p> <p>❑ The thesis statement is just a summary: A thesis statement should be a clear, concise statement of the main point or argument, not just a summary of the essay.</p>	
<p>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.</p>	<p><u>Vocabulary Word Cards</u></p> <p>Students will complete vocabulary cards for the following words:</p> <p>-oratory -delivery</p>	<p><u>Vocabulary Word Cards</u></p> <p>Students will complete vocabulary cards for the following words:</p> <p>-gesture -cadence</p>	<p><u>Group Discussion (TE p. 297)</u></p> <p>Students answer the following prompt: "Does seeking revenge promote peace and justice?"</p>	<p><u>Let's Discuss (p. 298)</u></p> <p>Students will complete vocabulary cards for the following words:</p> <p><i>Prompt: What are civil rights? What are some different ways that the civil rights of African Americans were violated", "What are rights that many people take for granted that have been denied to African Americans?"</i></p>	<p><u>Vocabulary Review Game</u></p> <p>Students will test their knowledge of the weekly academic vocabulary and match English definitions to their appropriate words.</p>

<p>Agenda for the Day Simple outline of lesson segments or activities that is time stamped.</p> <p>Teacher/class should take 2 minutes or less to review.</p>	<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>Text and Author Background (TE pp. 294-295)</u></p> <p>Students read and write annotations on the background information about the text and author, then listen to a summary of the text.</p>	<p><u>Video Analysis (TE p. 295)</u></p> <p>Students review the video and record new observations about the topic of the video.</p>	<p><u>Writing to Sources: Newspaper Report (TE pp. 270-271)</u></p> <p>Students review examples of informative essays, then review conventions and then write a news report about Robert Kennedy's speech.</p>	<p><u>Assignment Preview and Review Model Informative Text (p. 298)</u></p> <p>Students conduct research to answer the following question; How did the selections in this section affect those who first read them or heard them? Read and annotate TE pp. 298-299. Use evidence from the text, as well as your own personal understanding of the topic to answer the following questions:</p> <ol style="list-style-type: none"> 1.) How did people present respond to Kennedy and King? 2.) How were government officials affected? 3.) What did contemporary news reports say during this time? 	<p><u>Informative Essay Drafting</u></p> <p>Students incorporate group feedback into their informative essays, then adjust their texts to reflect the feedback.</p>

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p><u>First Review (TE 294)</u> Students watch a video text, taking note of unfamiliar vocabulary words.</p>	<p><u>Analyze the Media (TE 296)</u> Students answer analysis questions about the text.</p>	<p><u>Speaking and Listening: Newscast (SE p. 297)</u></p> <p>Students adapt their newspaper report to a newscast.</p>	<p><u>Informative Essay Peer Feedback (p. 298)</u></p> <p>Students share their drafts with their groups, then compare their writing to the assignment rubric, then offer areas of improvement for the essay.</p>	<p><u>Informative Essay Peer Feedback (p. 298)</u></p> <p>Students share their drafts with their groups, then compare their writing to the assignment rubric, then offer areas of improvement for the essay.</p>
<p>End of the Lesson You Do</p> <p>Science: Evaluate</p>	<p><u>Comprehension Questions (TE 270)</u> Students answer comprehension questions about the text that they reviewed.</p>	<p><u>Evidence Log</u></p> <p>Students record specific parts of the text in their evidence logs to answer the essential question.</p>	<p><u>Evidence Log</u></p> <p>Students record specific parts of the text in their evidence logs to answer the essential question.</p>	<p><u>Informative Essay Drafting</u></p> <p>Students incorporate group feedback into their informative essays, then adjust their texts to reflect the feedback.</p>	<p><u>Informative Essay Drafting</u></p> <p>Students incorporate group feedback into their informative essays, then adjust their texts to reflect the feedback.</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>Exit Ticket: Vocabulary Word Cards</u></p> <p>Students will complete vocabulary cards for the following words:</p> <p><i>-oratory</i> <i>-delivery</i></p>	<p><u>Exit Ticket: Vocabulary Word Cards</u></p> <p>Students will complete vocabulary cards for the following words:</p> <p><i>-gesture</i> <i>-cadence</i></p>	<p><u>Exit Ticket: Cloze Sentences</u></p> <p>Students use vocabulary words in incomplete sentences to make them whole.</p>	<p><u>Exit Ticket: Vocabulary Word Cards</u></p> <p>Students will complete vocabulary cards for the following words:</p> <p><i>-postpone</i> <i>-stagnation</i> <i>-yearning</i></p>	<p><u>Evidence Log (p. 349)</u> Students respond to the essential question using evidence from the week.</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 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative 	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time • Alternative

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ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	<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> -Content Vocabulary Cards -Check for Understanding <u>Summative</u> -Content Worksheets -Unit Quiz	<u>Formative Assessments</u> -Content Vocabulary Cards -Check for Understanding <u>Summative</u> -Content Worksheets -Unit Quiz	<u>Formative Assessments</u> -Content Vocabulary Cards -Check for Understanding <u>Summative</u> -Content Worksheets -Unit Quiz	<u>Formative Assessments</u> -Content Vocabulary Cards -Check for Understanding <u>Summative</u> -Content Worksheets -Unit Quiz	<u>Formative Assessments</u> -Content Vocabulary Cards -Check for Understanding <u>Summative</u> -Content Worksheets -Unit Quiz
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>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>	<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</u>	<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 	<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

	<u>Repetition/L1 support</u> (Teacher provides an explanation of the concept in Spanish for students that are struggling.	<ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	<u>support</u> <ul style="list-style-type: none"> (Teacher provides an explanation of the concept in Spanish for students that are struggling. 	Spanish for students that are struggling.	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: How will the students use technology to help them master the objective.	<ul style="list-style-type: none"> 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 <p>Students also have access to a class document that includes how-to guides for completing assignments,</p>	<ul style="list-style-type: none"> 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 document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing 	<ul style="list-style-type: none"> 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 document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and 	<ul style="list-style-type: none"> 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 document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments. 	<ul style="list-style-type: none"> 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 document that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.

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