

# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, March 31 through Friday, April 04*



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

	MONDAY (1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> , 7 <sup>th</sup> ) 10 <sup>th</sup> Grade	TUESDAY (2 <sup>nd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> ) 9 <sup>th</sup> Grade	WEDNESDAY (1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> , 7 <sup>th</sup> ) 10 <sup>th</sup> Grade	THURSDAY (2 <sup>nd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> ) 9 <sup>th</sup> Grade	FRIDAY (Normal Schedule) 9 <sup>th</sup> and 10 <sup>th</sup> Grade
<b>Lesson Title:</b> <b>Unit:</b> <b>Chapter:</b> <b>Page Number(s):</b> (It is suggested that you use your curriculum map.)	<b><u>Selection(s)</u></b>  <b>-Fundamentals:</b> Unit 3 – Perspective: Student Edition pp. 86-89; Lesson 1	<b><u>Selection(s)</u></b>  <b>-Intro:</b> Unit 3 Student Edition pp. 62-65; Lesson 1  <b>Text:</b> Swimming to the Rock	<b><u>Selection(s)</u></b>  <b>-Fundamentals:</b> Unit 3 – Perspective: Student Edition pp. 90-91; Lesson 2  <b>Text:</b> The Boy and the Whale	<b><u>Selection(s)</u></b>  <b>-Intro:</b> Unit 3 Student Edition pp. 66-67; Lesson 2  <b>Text:</b> Swimming to the Rock	<b><u>Selection(s)</u></b>  <b>9<sup>th</sup> Grade (Intro)</b> <b>- Intro:</b> Unit 3 Student Edition pp. 68-71; Lesson 3  <b>Text:</b> Swimming to the Rock  <b>10<sup>th</sup> Grade</b> <b>(Fundamentals)</b>  <b>- Fundamentals:</b> Unit 3 – Perspective: Student Edition pp. 92-93; Lesson 3  <b>Text:</b> The Boy and the Whale
<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>• ELPA 1 and 2</li> <li>• CC.1.9-12, RL.CS.4.9-12, VAU.6.9-12, and PDW.4.9-12,</li> </ul>	<ul style="list-style-type: none"> <li>• ELPA 2</li> <li>• CC.1.9-12</li> </ul>	<ul style="list-style-type: none"> <li>• ELPA 1 and 2</li> <li>• CS.5.9-12 and VAU.6.9-12</li> </ul>	<ul style="list-style-type: none"> <li>• ELPA 1, 8, and 10</li> <li>• VAU.4.9-12, VAU.6.9-12, CSE.1.9 12, and CSE.2.9-12</li> </ul>	<b>9<sup>th</sup> Grade</b>  <ul style="list-style-type: none"> <li>• ELPA 1 and 3</li> <li>• RL.CS.4.9-12, CC.1.9-12, and IKI.9.9-12</li> </ul> <b>10<sup>th</sup> Grade</b>  <ul style="list-style-type: none"> <li>• ELPA 1 and 2</li> </ul>

- CC.1.9-12, KID.2.9 12, and CS.5.9-12

**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 graphic organizers, I can demonstrate comprehension of the essential question with 80% accuracy.

Given graphic organizers, I can demonstrate comprehension of the essential question with 80% accuracy.

Given cloze sentences I can demonstrate comprehension of prepositions of place with 80% accuracy.

Given graphic organizers, I can describe the structure of a poem with 80% accuracy.

**9<sup>th</sup> Grade**  
Given a read-aloud, I can demonstrate comprehension of the text with 80% accuracy.

**10<sup>th</sup> Grade**  
Given graphic organizers, I can describe a story's plot with 80% accuracy.

<p><b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?</p>	<p><b>Background Knowledge: Students' background knowledge may contain variations on comprehension.</b></p>	<p><b>Background Knowledge: Students' background knowledge may contain variations on comprehension.</b></p>	<p><b>Direct Translation from Their Native Language: Students might assume that prepositions work the same way in their language as they do in English. For example, a student might mistakenly say "on the bed" when they mean "in the bed," because their native language uses a similar expression.</b></p> <p><b>Spatial Relationships: Some students might struggle to understand the subtle differences between prepositions like <i>in</i>, <i>on</i>, and <i>at</i>. For instance, they might confuse:</b>  <i>in</i> (inside a defined space, e.g., "in the room")  <i>on</i> (on a surface, e.g., "on the table")  <i>at</i> (a specific point, e.g., "at the corner")</p> <p><b>Overgeneralization: Learners might overgeneralize the use of a single preposition. For example, they might use <i>on</i> for all surface-related contexts and incorrectly say, "He is on the bus stop" instead of "at the bus stop."</b></p>	<p>Here are some misconceptions students might have when learning about basic poem structures:</p> <ol style="list-style-type: none"> <li><b>All Poems Must Rhyme:</b> Many students assume that all poetry must rhyme to be valid. They may overlook forms like free verse, haikus, or blank verse, which often don't rhyme at all.</li> <li><b>Poems Always Follow Strict Rules:</b> Some might think that poetry always adheres to rigid structures like sonnets or limericks. They might not realize that poetry can be highly flexible and experimental.</li> <li><b>Short Lines Mean Poetry:</b> Students might believe that breaking text into short lines automatically makes it a poem, neglecting elements like rhythm, imagery, and meaning.</li> <li><b>Focus on Form, Not Content:</b> There's often confusion between focusing on a poem's form versus its content. For example, students may overemphasize</li> </ol>	<p>Here are some misconceptions students might have when learning about basic poem structures:</p> <ol style="list-style-type: none"> <li><b>All Poems Must Rhyme:</b> Many students assume that all poetry must rhyme to be valid. They may overlook forms like free verse, haikus, or blank verse, which often don't rhyme at all.</li> <li><b>Poems Always Follow Strict Rules:</b> Some might think that poetry always adheres to rigid structures like sonnets or limericks. They might not realize that poetry can be highly flexible and experimental.</li> <li><b>Short Lines Mean Poetry:</b> Students might believe that breaking text into short lines automatically makes it a poem, neglecting elements like rhythm, imagery, and meaning.</li> <li><b>Focus on Form, Not Content:</b> There's often confusion between focusing on a poem's form versus its content.</li> </ol>
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**Ignoring Context:**  
**Prepositions of place can change meaning depending on context.**

**For example:**  
"He is *at* school"  
(location)  
"He is *in* school"  
(enrolled as a student)  
**Misinterpreting these nuances can lead to confusion.**

**Difficulty with Abstract Uses:** Prepositions often go beyond literal spatial relationships. For example, "at the top of his class" does not describe a physical location, which may confuse students who take phrases too literally.

**Misuse of Fixed Expressions:** Some prepositions are part of set phrases or idioms, and substituting one for another isn't allowed. For instance, "on time" vs. "in time" or "at home" vs. "in home" can trip up learners.

**Regional Variations:** English prepositions can differ between dialects. For example, British English might use "in hospital," whereas American English prefers "in the hospital," leading to misconceptions for

syllable counts in a haiku without appreciating its thematic depth.

5. **Length Equals Quality:** They may assume that longer poems are more complex or "better" than short ones, underestimating the power of brevity in forms like epigrams or couplets.
6. **Every Poem Has a Deep Hidden Meaning:** Students often expect every poem to have layers of complex symbolism. While some do, others might simply convey straightforward emotions or narratives.
7. **A Single Correct Interpretation:** Many learners might think there's only one "right" way to interpret a poem, missing out on the subjective and personal nature of poetry.
8. **Only Certain Topics Are Poetic:** Students might wrongly believe poetry is limited to lofty or romantic subjects, rather than recognizing that poetry can explore anything from the

For example, students may overemphasize syllable counts in a haiku without appreciating its thematic depth.

15. **Length Equals Quality:** They may assume that longer poems are more complex or "better" than short ones, underestimating the power of brevity in forms like epigrams or couplets.
16. **Every Poem Has a Deep Hidden Meaning:** Students often expect every poem to have layers of complex symbolism. While some do, others might simply convey straightforward emotions or narratives.
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18. **Only Certain Topics Are Poetic:** Students

			students exposed to both versions.	<p>mundane to the extraordinary.</p> <p>9. <b>Ignoring the Role of Sound:</b> Some may overlook how elements like rhythm, alliteration, and assonance contribute to a poem's impact, focusing only on the words' meanings.</p> <p>10. <b>Poetry Must Always Be Serious:</b> Students might think poems are always formal or somber, not realizing that many poems are humorous, playful, or even nonsensical.</p>	<p>might wrongly believe poetry is limited to lofty or romantic subjects, rather than recognizing that poetry can explore anything from the mundane to the extraordinary.</p> <p>19. <b>Ignoring the Role of Sound:</b> Some may overlook how elements like rhythm, alliteration, and assonance contribute to a poem's impact, focusing only on the words' meanings.</p> <p><b>Poetry Must Always Be Serious:</b> Students might think poems are always formal or somber, not realizing that many poems are humorous, playful, or even nonsensical.</p>
<p><b>Literacy-Based DO NOW:</b> 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><b>Unit Opener (p.87)</b></u></p> <p>Students review a content-connected image, then discuss how it connects to the essential question.</p>	<p><u><b>Unit Opener (p.63)</b></u></p> <p>Students review a content-connected image, then discuss how it connects to the essential question.</p>	<p><u><b>Key Vocabulary (p. 90)</b></u></p> <p>Students review new vocabulary words, then answer the questions connected to each word.</p>	<p><u><b>Key Vocabulary (p. 66)</b></u></p> <p>Students review new vocabulary words, then answer the questions connected to each word.</p>	<p><u><b>9<sup>th</sup> Grade (Intro)</b></u></p> <p><b>Theme Vocabulary Quiz</b> Students complete a vocabulary quiz.</p> <p><u><b>10<sup>th</sup> Grade (Fundamentals)</b></u></p> <p><b>Theme Vocabulary Quiz:</b> Students complete a vocabulary quiz.</p>
<p><b>Agenda for the Day</b> Simple outline of lesson segments or activities that is time stamped.</p>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective ( 2 minutes)</li> <li>▪ I Do (10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective ( 2 minutes)</li> <li>▪ I Do (10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective ( 2 minutes)</li> <li>▪ I Do (10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective ( 2 minutes)</li> <li>▪ I Do (10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)</li> <li>▪ Review Learning Objective ( 2 minutes)</li> <li>▪ I Do (10 minutes)</li> </ul>

Teacher/class should take 2 minutes or less to review.	<ul style="list-style-type: none"> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ We Do (10 minutes)</li> <li>▪ You Together (10 minutes)</li> <li>▪ Exit Ticket (5 minutes)</li> </ul>
<p><b>Beginning of Lesson I Do</b></p> <p><b>Science:</b> Engage &amp; Explore</p>	<p><b><u>Theme Vocabulary Practice (p.88)</u></b></p> <p>Students read a conversation containing vocabulary words, then use context clues to define.</p>	<p><b><u>Theme Vocabulary Practice (p.64)</u></b></p> <p>Students respond to questions about vocabulary using context clues.</p>	<p><b><u>Grammar: Prepositions of Place (p.91)</u></b></p> <p>Students are introduced to prepositions of place and observe modeled examples.</p>	<p><b><u>Reading Skill: Understand the Structure of a Poem (p. 67)</u></b></p> <p>Students review poetic text structure and identify conventions.</p>	<p><b><u>9<sup>th</sup> Grade (Intro)</u></b></p> <p><b>First Read (pp. 68-71)</b></p> <p>Students listen and read the unit 3 text: “Swimming to the Rock” As students read, they will engage in accountable talk throughout the text.</p> <p><b><u>10<sup>th</sup> Grade (Fundamentals)</u></b></p> <p><b>First Thoughts (p. 92)</b></p> <p>Students look at a photo and connect it to the text by answering questions about the photo.</p>
<p><b>(9<sup>TH</sup> Grade)</b></p> <p><b>Middle of the lesson We Do</b></p> <p><b>Science:</b> Explain and Elaborate</p> <p><b>(10<sup>TH</sup> Grade)</b></p>	<p><b><u>Explore the Essential Question (p.89)</u></b></p> <p>Students work in pairs using a graphic organizer to show when they’ve had a different perspective from others.</p>	<p><b><u>Explore the Essential Question (p. 65)</u></b></p> <p>Students connect the text to their background knowledge.</p>	<p><b><u>Practice 1 &amp; 2- Prepositions (p. 91)</u></b></p> <p>Students work in pairs to write a sentence using the correct verb tense and preposition of place.</p>	<p><b><u>First Thoughts (p. 67)</u></b></p> <p>Students look at a photo and connect it to the text by answering questions about the photo.</p>	<p><b><u>9<sup>th</sup> Grade (Intro)</u></b></p> <p><b>First Read (pp. 68-71)</b></p> <p>Students listen and read the unit 3 text: “Swimming to the Rock” As students read, they will engage in accountable talk throughout the text.</p> <p><b><u>10<sup>th</sup> Grade (Fundamentals)</u></b></p> <p><b>Discuss (p. 92)</b></p>

<p><b>Middle of the lesson</b> We Do</p> <p><b>Science:</b> Explain and Elaborate</p>					<p>Students read statements in a group, then rate them on a scale of importance.</p>
<p><b>End of the Lesson</b> You Do</p> <p><b>Science:</b> Evaluate</p>	<p><b><u>Self-Assessment/ Vocabulary (Spark)</u></b></p> <p>Students assess their own understanding of the essential question, then assess their understanding of the vocabulary words.</p>	<p><b><u>Think (p. 65)</u></b></p> <p>Students choose ideas from the previous phase of the lesson, then make a list of words that connects to the essential question.</p>	<p><b><u>Prepositions of Place (Spark)</u></b></p> <p>Students demonstrate mastery of prepositions of place.</p>	<p><b><u>Apply the Skill (p. 67)</u></b></p> <p>Students demonstrate mastery of unit 3 vocabulary.</p>	<p><b><u>9<sup>th</sup> Grade (Intro)</u></b></p> <p><b>Comprehension Questions (Spark)</b></p> <p>Students answer the essential question using evidence from the text.</p> <p><b><u>10<sup>th</sup> Grade (Fundamentals)</u></b></p> <p><b>Reading Strategy: Describe a Story's Plot (p.93)</b></p> <p>Students will describe a story's plot by identifying the exposition, rising action, climax, falling action, and resolution.</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>Vocabulary Sentences</u></b></p> <p>Students create an original sentence using vocabulary words.</p>	<p><b>Parking Lot (Spark)</b></p> <p>Students share their Think activity with a partner, then share one thing that they have learned from each other's contributions.</p>	<p><b>Vocabulary Game (Nearpod)</b></p> <p>Students review unit vocabulary with a game.</p>	<p><b>Vocabulary Game (Nearpod)</b></p> <p>Students review unit vocabulary with a game.</p>	<p><b><u>9<sup>th</sup> Grade (Intro)</u></b></p> <p><b>Share a Detail</b></p> <p>Students share an unfamiliar detail from the text, then respond to at least one peer comment</p>

**10<sup>th</sup> Grade  
(Fundamentals)****Story Plot Map**

Students create a plot map for their favorite stories.

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



	-Unit Quiz				
<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> (Teacher provides an explanation of the concept in Spanish for students that are struggling.	<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> (Teacher provides an explanation of the concept in Spanish for students that are struggling.	<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> (Teacher provides an explanation of the concept in Spanish for students that are struggling.	<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> (Teacher provides an explanation of the concept in Spanish for students that are struggling.	<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> (Teacher provides an explanation of the concept in Spanish for students that are struggling.
<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> </ul>	<ul style="list-style-type: none"> <li>Students will use Nearpod, which is embedded with the following assistive technology:</li> </ul>	<ul style="list-style-type: none"> <li>Students will use Nearpod, which is embedded with the following assistive technology:</li> </ul>	<ul style="list-style-type: none"> <li>Students will use Nearpod, which is embedded with the following assistive technology:</li> </ul>	<ul style="list-style-type: none"> <li>Students will use Nearpod, which is embedded with the following assistive technology:</li> </ul>
				<ul style="list-style-type: none"> <li>Text-to-Speech</li> <li>Highlighting</li> </ul>	<ul style="list-style-type: none"> <li>Text-to-Speech</li> <li>Highlighting</li> </ul>

	<ul style="list-style-type: none"> <li>• Text-to-Speech</li> <li>• Highlighting</li> <li>• Focused Reading</li> <li>• Illustrated picture dictionary</li> <li>• In-line text translation</li> </ul> <p>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>	<ul style="list-style-type: none"> <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>• 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>• 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>• 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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