2024-2025 Weekly Lesson Planning Document
Week of Monday, August 26 through Friday, August 30

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** House Taken Over Julio Cortazar SE pp 36-42	**SELECTION** House Taken Over Julio Cortazar SE p. 43	**SELECTION** House Taken Over Julio Cortazar SE pp 44-45	**SELECTION** House Taken Over Julio Cortazar SE pp 44-45	**SELECTION** House Taken Over Julio Cortazar SE pp 36-45
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.	**-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.5** Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. **-9-10. RL.CS.6** Analyze how point of view and/or author purpose shapes the content and style of diverse texts.				
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 illustrations and annotations, I can demonstrate vocabulary comprehension with 80% accuracy.	Given illustrations and annotations, I can demonstrate vocabulary comprehension with 80% accuracy.	Given illustrated texts and second-language support, I can analyze the text using textual evidence with 80% accuracy.	Given sentence starters and illustrated presentations, I can create an original story in the Magical Realism genre with 80% accuracy.	Given 1.5 extra time and illustrated resources, I can demonstrate comprehension of the vocabulary, structures, and themes in *House Taken Over* with 80% accuracy.

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	• **Literal Interpretation of the Intruders** • **The Siblings' Passivity** • **The House as Just a Setting** • **Ignoring Political Allegory**	• **Literal Interpretation of the Intruders** • **The Siblings' Passivity** • **The House as Just a Setting** • **Ignoring Political Allegory**	• **Confusing Magical Realism with Fantasy** • **Magical Realism is only in Latin American Literature** • **Magical Realism is always positive or whimsical** • **Assuming All Unexplained Events Are Magical Realism** • **Overlooking Its Sociopolitical Critique**	• **Confusing Magical Realism with Fantasy** • **Magical Realism is only in Latin American Literature** • **Magical Realism is always positive or whimsical** • **Assuming All Unexplained Events Are Magical Realism** • **Overlooking Its Sociopolitical Critique**	• **Literal Interpretation of the Intruders** • **The Siblings' Passivity** • **The House as Just a Setting** • **Ignoring Political Allegory**
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.	**Unit Quiz – The Fall of the House of Usher** Students respond to text-based questions about *The Fall of the House of Usher*.	**Vocabulary Word Cards** Students will complete vocabulary cards for the following words: -*spacious* -*unvoiced* -*obscure*	**Vocabulary Word Cards** Students will complete vocabulary cards for the following words: -*recessed* -*vestibule* -*muffled*	**Vocabulary Review Game** -Students participate in a game to demonstrate comprehension of vocabulary words.	**Quiz Study** -Students are given 10 minutes prior to quiz to review materials for a final time.
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	**Live Annotations** Students make annotations directly on the text (*House Taken Over*) using an annotation guide.	**Live Annotations** Students make annotations directly on the text (*House Taken Over*) using an annotation guide.	**Lecture – Magical Realism** Students will review the conventions of the Magical Realism genre, then respond to checks for understanding.	**Magical Realism Story** Students will separate into groups of 4. Students must collaborate to make a story based on the magical realism genre. Students will be assigned the following roles: -Plot Developer (Creates the main storyline and ensures it incorporates elements of Magical Realism.) -Character Creator (Develops the characters, ensuring they reflect the genre's conventions.) -Setting Designer (Describes the setting in detail, blending the magical with the mundane.) -Language specialist (Focuses on the use of rich, descriptive language and ensures the narrative maintains a consistent tone.)	**Quiz – House Taken Over** -Students will complete a quiz on the unit text, vocabulary, and grammatic conventions.
Middle of the lesson We Do **Science:** Explain and Elaborate	**Live Annotations** Students are divided into 4 roles: (summarizer, questioner, Connector, Analyst) Students must collaborate to summarize, ask questions about the text, connect it to other readings and experiences, and to	**Live Annotations** Students are divided into 4 roles: (summarizer, questioner, Connector, Analyst) Students must collaborate to summarize, ask questions about the text, connect it to other readings and experiences, and to analyze metaphors, themes, and symbolism in the text.	**Close Read** Students will re-read *House Taken Over* and answer close-read analysis questions with textual evidence.	**Magical Realism Story** Students will separate into groups of 4. Students must collaborate to make a story based on the magical realism genre. Students will be assigned the following roles: -Plot Developer (Creates the main storyline and ensures it incorporates elements of Magical Realism.)	**Quiz – House Taken Over** -Students will complete a quiz on the unit text, vocabulary, and grammatic conventions.

	analyze metaphors, themes, and symbolism in the text.			-Character Creator (Develops the characters, ensuring they reflect the genre's conventions.) -Setting Designer (Describes the setting in detail, blending the magical with the mundane.) -Language specialist (Focuses on the use of rich, descriptive language and ensures the narrative maintains a consistent tone.)	
End of the Lesson You Do **Science:** Evaluate	**Vocabulary Preview** Students will complete vocabulary cards for the following words:	**Vocabulary Preview** Students will complete vocabulary cards for the following words:	**Close Read** Students will re-read *House Taken Over* and answer close-read analysis questions with textual evidence.	**Story Share-Out** Groups share their stories with the rest of the class.	**Quiz – House Taken Over** -Students will complete a quiz on the unit text, vocabulary, and grammatic conventions.
(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** Students must use one of their new vocabulary words in a complete sentence.	**Exit Ticket** Students must use one of their new vocabulary words in a complete sentence.	**Quickwrite** In one sentence, describe what *House Taken Over* is mostly about.	**Quickwrite** How does Magical Realism enhance a story?	**Lesson Reflection** What was difficult about this text? If you still have any questions, share them here.
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**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time**

	workload • **Extended time** • **Alternative Assessment**	• **Extended time** • **Alternative Assessment**	• **Extended time** • **Alternative Assessment**	• **Alternative Assessment**	• **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**	**Heterogeneous Grouping** • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** **Repetition/L1 support**	**Heterogeneous Grouping** • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** **Repetition/L1**	**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**	**Heterogeneous Grouping** • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** **Repetition/L1 support** • **(Teacher**

	Repetition/L1 support • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	• **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	**support** • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	**the concept in 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?	• **Extension Questions** • **Vocabulary Review**	• **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.	• **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,**	• **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**	• **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**	• **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.**	• **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.**

	school resources, digital word walls, texts, and links to missing assignments.	assignments.	links to missing assignments.		