

2024-2025 Weekly Lesson Planning Document

Week of Tuesday, September 03 through Friday, September 06



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>School Holiday</u> Labor Day	<u>SELECTION from</u> How to Tell You are Reading a Gothic Novel – In Pictures Student Edition (pp. 50-57)	<u>PERFORMANCE</u> <u>TASK:</u> <u>WRITING FOCUS</u> Write an Explanatory Essay	<u>PERFORMANCE</u> <u>TASK:</u> <u>WRITING FOCUS</u> Write an Explanatory Essay	<u>PERFORMANCE</u> <u>TASK:</u> <u>WRITING FOCUS</u> Write an Explanatory Essay
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.	<p>9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. 10.RI. RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>9-10. SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.</p> <p>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.</p> <p>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.</p> <p>9-10.W.TTP.2a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>9-10.W.TTP.2b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to the use of appropriate and varied transitions.</p> <p>9-10.W.TTP.2c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>9-10.W.TTP.2d Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>				

9-10.W.TTP.2e Use appropriate formatting, graphics, and multimedia to aid comprehension.

9-10.W.TTP.2f Use precise language and domain-specific vocabulary to manage the complexity of the topic.

9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

9-10.W.TTP.3. d Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters

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.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)

9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

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....

School Holiday

Labor Day

Given read-aloud and annotations I can demonstrate comprehension of “How to Tell You are Reading a Gothic Novel – In Pictures” with 80% accuracy.

Given sentence starters, I can write an explanatory essay with 80% accuracy.

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<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<p><u>School Holiday</u></p> <ul style="list-style-type: none"> • Labor Day 	<ul style="list-style-type: none"> • 1. Gothic Literature is Exclusively About Ghosts and Monsters: • While supernatural elements are a common theme, Gothic literature explores broader themes such as fear, isolation, the supernatural, and the grotesque. It's more about the emotional and psychological impact than the literal presence of monsters. • 2. Gothic Literature is Always Dark and Gloomy: • While Gothic 	<p>1. Explanatory Essays Are Just Summaries: While summarizing the main points of a text is important, an explanatory essay goes beyond that. It analyzes, interprets, and explains the author's arguments, evidence, and overall purpose.</p> <p>2. Explanatory Essays Are Only About Personal Opinions: Explanatory essays are based on facts and evidence from the text. While students may offer their own insights or interpretations, these must be supported by the text's content.</p> <p>3. Explanatory Essays Are the Same as Persuasive Essays: While both types of essays require analysis and argumentation,</p>	<p>1. Explanatory Essays Are Just Summaries: While summarizing the main points of a text is important, an explanatory essay goes beyond that. It analyzes, interprets, and explains the author's arguments, evidence, and overall purpose.</p> <p>2. Explanatory Essays Are Only About Personal Opinions: Explanatory essays are based on facts and evidence from the text. While students may offer their own insights or interpretations, these must be supported by the text's content.</p> <p>3. Explanatory Essays Are the Same as Persuasive Essays: While both types of essays require analysis and argumentation,</p>	<p>1. Explanatory Essays Are Just Summaries: While summarizing the main points of a text is important, an explanatory essay goes beyond that. It analyzes, interprets, and explains the author's arguments, evidence, and overall purpose.</p> <p>2. Explanatory Essays Are Only About Personal Opinions: Explanatory essays are based on facts and evidence from the text. While students may offer their own insights or interpretations, these must be supported by the text's content.</p> <p>3. Explanatory Essays Are the Same as Persuasive Essays: While both types of essays require</p>
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<p>literature often deals with dark themes, it can also be satirical, humorous, or even romantic. The focus is on the exploration of human emotions and experiences, not solely on the macabre.</p> <ul style="list-style-type: none"> • 3. Gothic Literature is Outdated and Irrelevant: • Gothic elements and themes continue to be relevant in contemporary literature, film, and other media. It's a genre that has evolved and influenced 	<p>persuasive essays aim to convince the reader of a particular viewpoint, while explanatory essays aim to inform and clarify.</p> <p>4. Explanatory Essays Don't Need to Be Well-Organized: A well-organized explanatory essay is crucial for clarity and understanding. Students should use a clear introduction, body paragraphs that support the thesis, and a strong conclusion.</p> <p>5. Explanatory Essays Are Easy to Write: Writing a good explanatory essay requires careful reading, critical thinking, and effective communication. Students may underestimate the amount of work involved in crafting a</p>	<p>persuasive essays aim to convince the reader of a particular viewpoint, while explanatory essays aim to inform and clarify.</p> <p>4. Explanatory Essays Don't Need to Be Well-Organized: A well-organized explanatory essay is crucial for clarity and understanding. Students should use a clear introduction, body paragraphs that support the thesis, and a strong conclusion.</p> <p>5. Explanatory Essays Are Easy to Write: Writing a good explanatory essay requires careful reading, critical thinking, and effective communication. Students may underestimate the amount of work involved in crafting a</p>	<p>analysis and argumentation, persuasive essays aim to convince the reader of a particular viewpoint, while explanatory essays aim to inform and clarify.</p> <p>4. Explanatory Essays Don't Need to Be Well-Organized: A well-organized explanatory essay is crucial for clarity and understanding. Students should use a clear introduction, body paragraphs that support the thesis, and a strong conclusion.</p> <p>5. Explanatory Essays Are Easy to Write: Writing a good explanatory essay requires careful reading, critical thinking, and effective communication.</p>
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		<p>various forms of storytelling.</p> <ul style="list-style-type: none"> • 4. Gothic Literature is Only for Horror Fans: • Gothic literature offers a rich exploration of human nature, societal issues, and philosophical questions. It can appeal to a wide range of readers, not just those who enjoy horror. • 5. Gothic Literature is Always Set in the Past: • While historical settings are common, Gothic literature can be set in contemporary or futuristic 	<p>thoughtful and informative piece. By addressing these misconceptions, students can develop a better understanding of the purpose and structure of explanatory essays, leading to more effective writing.</p>	<p>thoughtful and informative piece.</p> <ul style="list-style-type: none"> • By addressing these misconceptions, students can develop a better understanding of the purpose and structure of explanatory essays, leading to more effective writing. 	<p>Students may underestimate the amount of work involved in crafting a thoughtful and informative piece.</p> <ul style="list-style-type: none"> • By addressing these misconceptions, students can develop a better understanding of the purpose and structure of explanatory essays, leading to more effective writing.
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		<p>times. The Gothic elements lie in the themes and atmosphere, not necessarily the time period.</p> <ul style="list-style-type: none"> By addressing these misconceptions, students can gain a deeper understanding of Gothic literature and appreciate its enduring appeal. 			
<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>School Holiday</u></p> <p>Labor Day</p>	<p><u>Content Vocabulary</u> -Students complete content vocabulary word cards for unit vocabulary</p> <p><u>Content Vocabulary Words</u> -<i>reclusive</i> (adj. solitary; avoiding the company of others) -<i>sinister</i> (adj. giving the impression that something harmful or evil is happening or will happen) -<i>ethereal</i> (adj. extremely delicate and light; in a way</p>	<p><u>Vocabulary Review Game</u> -Students match vocabulary words with their sentences. (Cloze Sentences)</p>	<p><u>Peer Feedback</u> -Students match vocabulary words with their sentences. (Cloze Sentences)</p>	<p><u>Final Draft Editing</u> -Students reflect on feedback and</p>

		<i>that seems too perfect for this world.)</i>			
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.	<u>School Holiday</u> ▪ Labor 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	<u>School Holiday</u> Labor Day	<u>Before you Read (Student Check)</u> When you hear the word “Gothic,” what kinds of things come to mind? Do you think of castles and cobwebs, or perhaps ghosts and gravestones? <u>(Collaboration Board)</u> <u>Lecture – Qualities of Gothic novels.</u> Students review qualities of gothic literature, then participate in a brief check for understanding.	<u>Introduction – Explanatory Essay</u> Students review the purpose of writing and review conventions of explanatory writing	<u>Lecture: Syntax and Keywords</u> -Students identify the purpose, note key terms and concepts, pay attention to the structure, and relate the text to their own experiences.	<u>Final Draft Editing</u> -Students reflect on feedback and
Middle of the lesson We Do Science: Explain and Elaborate	<u>School Holiday</u> Labor Day	<u>First Read</u> Students listen to an audio summary of the text, then annotate unfamiliar vocabulary and highlight interesting parts of the text.	<u>Prewriting/Evidence Log</u> -Students research and plan for <u>Resources</u> -Content Vocabulary -Links to “House of Usher”, “House Taken Over” and “How to Tell You Are Reading a Gothic Novel” -One-pager of Explanatory Essay conventions	<u>Explanatory Essay (Rewrite)</u> -Students incorporate teacher and peer feedback into their essays.	<u>Final Draft Editing</u> -Students reflect on feedback and

<p>End of the Lesson You Do</p> <p>Science: Evaluate</p>	<p><u>School Holiday</u></p> <p>Labor Day</p>	<p><u>TDQs (Text-Dependent Questions)</u></p> <p>Students complete a short comprehension quiz about the text.</p>	<p><u>Drafting</u></p> <p>-Students will write their first draft of an explanatory essay.</p>	<p><u>Keywords and Syntax Worksheet</u></p> <p>Students complete a worksheet on the skills covered during the lecture.</p>	<p><u>Final Draft Editing</u></p> <p>-Students reflect on feedback and</p>
<p>(05 MINUTES MAX)</p> <p>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>School Holiday</u></p> <p>Labor Day</p>	<p><u>Vocabulary Review</u></p> <p>What was your favorite part of the story? Why?</p>	<p><u>Text Reflection</u></p> <p>What is the allure of fear? Use textual evidence from “My Introduction to Gothic Literature” and/or “The Fall of the House of Usher” to explain your answer.</p>	<p><u>Vocabulary Review Game</u></p> <p>-Students match vocabulary words with their sentences. (Cloze Sentences)</p>	<p><u>Lesson Reflection</u></p> <p>What was difficult or easy about this lesson? What is one thing that you could do differently to improve your quiz score?</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p><u>School Holiday</u></p> <ul style="list-style-type: none"> Labor Day 	<ul style="list-style-type: none"> Clear and concise language with minimal jargon Illustrated text Building Background Reduced workload Extended time Alternative Assessment 	<ul style="list-style-type: none"> Clear and concise language with minimal jargon Illustrated text Building Background Reduced workload Extended time Alternative Assessment 	<ul style="list-style-type: none"> Clear and concise language with minimal jargon Illustrated text Building Background Reduced workload Extended time Alternative Assessment 	<ul style="list-style-type: none"> Clear and concise language with minimal jargon Illustrated text Building Background Reduced workload Extended time Alternative Assessment
<p>ESL Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p><u>School Holiday</u></p> <ul style="list-style-type: none"> Labor Day 	<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 	<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

		and Spanish • Sentence Stems			• 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>School Holiday</u> Labor Day	<u>Formative Assessments</u> -Check for Understanding -In-line Annotation <u>Summative</u> -Comprehension Quiz	<u>Formative Assessments</u> -Check for Understanding -In-line Annotation <u>Summative</u> -Vocabulary use in Sentences	<u>Formative Assessments</u> -Check for Understanding -In-line Annotation <u>Summative</u> -Vocabulary use in Sentences	<u>Formative Assessments</u> -Check for Understanding -In-line Annotation <u>Summative</u> -Vocabulary use in Sentences
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	<u>School Holiday</u> • Labor Day	<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 Spanish for students that are struggling. 	<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 Spanish for students that are struggling. 	<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 Spanish for students that are struggling. 	<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 Spanish for students that are struggling.
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	<u>School Holiday</u> • Labor Day	<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

<p>Technology Integration: How will the students use technology to help them master the objective.</p>	<p><u>School Holiday</u></p> <ul style="list-style-type: none"> • Labor Day 	<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. 	<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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