

2024-2025 Weekly Lesson Planning Document

Week of Monday, September 09 through Friday, September 13



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> “The Fall of the House of Usher” and “House Taken Over”	<u>SELECTION</u> Where is Here? Joyce Carol Oates	<u>SELECTION</u> Where is Here? Joyce Carol Oates	<u>SELECTION</u> from The Dream Collector Arthur Tress	<u>SELECTION</u> from The Dream Collector Arthur Tress
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.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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>9-10. RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts</p>				
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 sentence starters and extra time, I can write an explanatory essay with 80% accuracy.	Given annotation strategies and leveled text, I can demonstrate comprehension of “Where is Here?” with 80% accuracy.	Given annotation strategies and leveled text, I can demonstrate comprehension of “Where is Here?” with 80% accuracy.	Given annotation strategies and leveled text, I can demonstrate comprehension of “from The Dream Collector” with 80% accuracy.	Given annotation strategies and leveled text, I can demonstrate comprehension of “from The Dream Collector” with 80% accuracy.

Possible Misconception (s):

What misconception(s) are you anticipating during this lesson?

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| <ul style="list-style-type: none"> • Essays must follow a strict five-paragraph structure: While the five-paragraph essay is a useful starting point, essays can take many forms depending on the topic and purpose. • Big words make essays better: Using complex vocabulary can sometimes obscure your message. Clarity and precision are more important. • Essays should be written in one go: Writing is a process that involves planning, drafting, revising, and editing. It's okay to take your time. • The thesis statement must be the first sentence: While the thesis is crucial, it doesn't always have to be the first sentence. It should be clear and well-placed within the introduction. • Personal opinions don't belong in essays: Depending on the type of essay, | <ul style="list-style-type: none"> • It's a straightforward ghost story: While the story has eerie and unsettling elements, it's more about psychological tension and the intrusion of the unknown into domestic life¹². • The stranger is just a harmless visitor: The stranger's presence and behavior create a sense of unease and disruption, suggesting deeper themes of memory, loss, and the past's impact on the present¹². • The story has a clear resolution: The ending is ambiguous and leaves readers with more questions than answers, which is intentional to provoke thought and interpretation¹². • The setting is irrelevant: The setting plays a crucial role in creating the atmosphere and highlighting the contrast between the familiar and the unknown¹². • Do any of these | <ul style="list-style-type: none"> • It's a straightforward ghost story: While the story has eerie and unsettling elements, it's more about psychological tension and the intrusion of the unknown into domestic life¹². • The stranger is just a harmless visitor: The stranger's presence and behavior create a sense of unease and disruption, suggesting deeper themes of memory, loss, and the past's impact on the present¹². • The story has a clear resolution: The ending is ambiguous and leaves readers with more questions than answers, which is intentional to provoke thought and interpretation¹². • The setting is irrelevant: The setting plays a crucial role in creating the atmosphere and highlighting the contrast between the familiar and the | <ul style="list-style-type: none"> • The photographs depict actual children's dreams: While the images are inspired by conversations with children about their dreams and nightmares, they are not direct illustrations of specific dreams. Tress used these conversations as a starting point to create his own artistic interpretations¹. • The images are complex and heavily edited: The power of Tress's work lies in its simplicity. The photographs are striking and disquieting because they lack elaborate studio sets or sophisticated darkroom tricks². • The series is purely about nightmares: While many of the images are unsettling, they explore a range of emotions and themes beyond just fear, including wonder and curiosity³. • Does this help clarify some aspects of "The Dream Collector" for you? | <ul style="list-style-type: none"> • The photographs depict actual children's dreams: While the images are inspired by conversations with children about their dreams and nightmares, they are not direct illustrations of specific dreams. Tress used these conversations as a starting point to create his own artistic interpretations¹. • The images are complex and heavily edited: The power of Tress's work lies in its simplicity. The photographs are striking and disquieting because they lack elaborate studio sets or sophisticated darkroom tricks². • The series is purely about nightmares: While many of the images are unsettling, they explore a range of emotions and themes beyond just fear, including wonder and curiosity³. • Does this help clarify some aspects of "The Dream Collector" for |
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	<p>personal opinions can be valuable, especially in reflective or argumentative essays.</p> <ul style="list-style-type: none"> • Longer essays are better: Quality over quantity. A concise, well-argued essay is more effective than a long, rambling one. • Essays are just about presenting facts: Essays should also include analysis, interpretation, and critical thinking. • Do any of these resonate with you? • 	<p>misconceptions surprise you?</p> <ul style="list-style-type: none"> • 	<p>unknown¹².</p> <ul style="list-style-type: none"> • Do any of these misconceptions surprise you? • 		<p>you?</p> <ul style="list-style-type: none"> •
<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>Academic Vocabulary</u> -Students complete academic vocabulary word cards for unit vocabulary</p>	<p><u>Academic Vocabulary</u> -Students complete academic vocabulary word cards for unit vocabulary</p>	<p><u>Academic Vocabulary</u> -Students complete academic vocabulary word cards for unit vocabulary</p>	<p><u>Academic Vocabulary</u> -Students complete academic vocabulary word cards for unit vocabulary</p>	<p><u>Academic Vocabulary</u> -Students complete academic vocabulary word cards for unit vocabulary</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>Essay Planning – Drafting</u> Students review the process for constructing their first draft of their essay.</p>	<p><u>First Read</u> Students review and identify structures of sentences using the text.</p>	<p><u>Analyze Craft and Structure</u> Students review the structure of the text.</p>	<p><u>First Read</u> Students review and identify structures of sentences using the text.</p>	<p><u>Analyze Craft and Structure</u> Students review the structure of the text.</p>
<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p><u>Drafting</u> Students continue to create first draft of explanatory essays.</p>	<p><u>First Read Continued</u> Students listen to a read-aloud of the text and make annotations.</p>	<p><u>Evidence Log</u> -Students pre-read text-dependent question</p>	<p><u>First Read Continued</u> Students listen to a read-aloud of the text and make annotations.</p>	<p><u>Evidence Log</u> -Students pre-read text-dependent question</p>
<p>End of the Lesson You Do</p> <p>Science: Evaluate</p>	<p><u>My Editing Checklist</u> Students use a graphic organizer to check the strength of their essays.</p>	<p><u>Comprehension Quiz</u> Students complete a quiz on vocabulary and text-dependent questions.</p>	<p><u>Close Read</u> -Students complete a close-read activity in which they revisit the text and answer questions with evidence from the text.</p>	<p><u>Comprehension Quiz</u> Students complete a quiz on vocabulary and text-dependent questions</p>	<p><u>Close Read</u> -Students complete a close-read activity in which they revisit the text and answer questions with evidence from the text.</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>Quickwrite</u> What was the most difficult part of writing your first draft? Why?</p>	<p><u>Open-ended Question</u> In what ways does the story challenge the reader's perception of reality and normalcy?</p>	<p><u>Vocabulary Review Game</u> Students review vocabulary by playing a game.</p>	<p><u>Vocabulary Review</u> -Students will play a vocabulary-based game in which they must match definitions to vocabulary words.</p>	<p><u>Vocabulary Review Game</u> Students review vocabulary by playing a game.</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 • 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 	<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>	<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
<p>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.</p>	<p><u>Formative Assessments</u> -Check for Understanding -In-line Annotation</p> <p><u>Summative</u> -Vocabulary use in Sentences</p>	<p><u>Formative Assessments</u> -Check for Understanding -In-line Annotation</p> <p><u>Summative</u> -Comprehension Quiz</p>	<p><u>Formative Assessments</u> -Check for Understanding -In-line Annotation</p> <p><u>Summative</u> -Vocabulary use in Sentences</p>	<p><u>Formative Assessments</u> -Check for Understanding -In-line Annotation</p> <p><u>Summative</u> -Vocabulary use in Sentences</p>	<p><u>Formative Assessments</u> -Check for Understanding -In-line Annotation</p> <p><u>Summative</u> -Vocabulary use in Sentences</p>

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>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. 	<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?	<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: 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech Highlighting 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive technology: Text-to-Speech Highlighting

	<ul style="list-style-type: none"> • 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"> • 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"> • 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"> • 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"> • 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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