

2024-2025 Weekly Lesson Planning Document

Week of Monday, September 16 through Friday, September 20



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 <i>"Why Do Some Brains Enjoy Fear?"</i> By Allegra Ringo <i>Standards-Based Comprehension Graphic Organizers (pp. 26-34)</i>	School Picture Day – All Classes Meet in the Auditorium	SELECTION <i>"beware: do not read this poem"</i> By Ishmael Reed <i>"The Raven"</i> By Edgar Allan Poe <i>"Windigo"</i> By Louise Erdrich	PERFORMANCE TASK: Speaking and Listening Focus Deliver an Explanatory Presentation	PERFORMANCE TASK: Speaking and Listening Focus Deliver an Explanatory Presentation
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.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.</p> <p>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</p> <p>9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p>9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.</p> <p>9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.</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	<i>Given</i> sentence starters, graphic organizers, and leveled texts, I can determine and clarify the meaning of unknown and multiple-meaning	School Picture Day – All Classes Meet in the Auditorium	<i>Given</i> sentence starters, graphic organizers, and leveled texts, I can determine and clarify the meaning of unknown and multiple-meaning words and	<i>Given</i> sentence starters, graphic organizers, and leveled texts, I can determine and clarify the meaning of unknown and multiple-meaning words and phrases in 9th-10th	<i>Given</i> sentence starters, graphic organizers, and leveled texts, I can determine and clarify the meaning of unknown and multiple-meaning words and phrases in 9th-10th grade-level texts, read

Commented [RL1]: The central theme of Allegra Ringo's article "Why Do Some Brains Enjoy Fear?" revolves around the psychological and physiological reasons why some people enjoy fear-inducing experiences. The article explores how the brain's release of chemicals like adrenaline, dopamine, and endorphins during scary situations can create a pleasurable sensation for some individuals. [It also discusses how the perception of safety plays a crucial role in whether people find fear enjoyable or not](#)¹².

Commented [RL2]: "beware: do not read this poem" by Ishmael Reed

The central themes of this poem include **isolation, reality, and cultural dominance**. The poem explores how language and art can consume individuals, reflecting on how people are shaped by and lost to different cultures. [It also protests against the dominance of one culture over another](#)¹.

"The Raven" by Edgar Allan Poe

The main themes of "The Raven" are **grief, loss, and the supernatural**. The poem delves into the profound impact of grief on the human psyche, exploring how the memory of a lost loved one can lead to despair and madness. [It also touches on themes of hopelessness and the ambiguity between rationality and the supernatural](#)²³.

"Windigo" by Louise Erdrich

In "Windigo," the central themes are **fear, transformation, and the clash between warmth/life and cold/death**. The poem draws on the mythology of the Windigo, a malevolent creature, to explore human emotions such as fear and terror. [It also reflects on the primal fear of being hunted and the transformation that occurs when one succumbs to their darkest instincts](#)⁴⁵.

<p>know, understand and be able to do as a result of this lesson? The objective should be written using the stem...</p> <p>I CAN</p>	<p>words and phrases in 9th-10th grade-level texts, read and comprehend a variety of literary nonfiction independently, determine and analyze themes and central ideas, and participate effectively in collaborative discussions by building on others' ideas and expressing their own clearly and persuasively with 80% accuracy.</p>		<p>phrases in 9th-10th grade-level texts, read and comprehend a variety of literary nonfiction independently, determine and analyze themes and central ideas, and participate effectively in collaborative discussions by building on others' ideas and expressing their own clearly and persuasively with 80% accuracy.</p>	<p>grade-level texts, read and comprehend a variety of literary nonfiction independently, determine and analyze themes and central ideas, and participate effectively in collaborative discussions by building on others' ideas and expressing their own clearly and persuasively with 80% accuracy.</p>	<p>and comprehend a variety of literary nonfiction independently, determine and analyze themes and central ideas, and participate effectively in collaborative discussions by building on others' ideas and expressing their own clearly and persuasively with 80% accuracy.</p>
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<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	<ul style="list-style-type: none"> • Everyone Enjoys Fear: A common misconception is that everyone enjoys being scared. In reality, the article explains that enjoyment of fear varies from person to person due to differences in brain chemistry and personal experiences¹. • Fear is Only Enjoyable in Life-Threatening Situations: Some people believe that fear can only be enjoyable in genuinely dangerous situations. However, the article highlights that people can enjoy fear in safe environments, such as haunted houses, where they know there is no real danger¹. 	<ul style="list-style-type: none"> • School Picture Day – All Classes Meet in the Auditorium 	<p>Common Misconceptions about the Poems “beware: do not read this poem” by Ishmael Reed</p> <ol style="list-style-type: none"> 1. It’s Just a Horror Story: Some readers think this poem is merely a horror story about a woman disappearing into mirrors. However, it delves deeper into themes of cultural dominance, isolation, and the consuming nature of art¹². 2. The Poem is Disorganized: Due to its unconventional structure and lack of punctuation, some believe the poem is disorganized. In reality, its form reflects the chaotic and consuming nature of the poem itself². <p>“The Raven” by Edgar Allan Poe</p> <ol style="list-style-type: none"> 1. The Raven is 	<ul style="list-style-type: none"> • One Person Can Do All the Work: Some students believe that one person can handle the entire project while others contribute minimally. This can lead to unequal workload distribution and resentment among group members¹. • Group Work is Just About Dividing Tasks: Many students think that group work is simply about dividing tasks and working independently. However, effective collaboration involves continuous communication, sharing ideas, and integrating everyone’s contributions². • Group Work is Always Fun and Easy: Teenagers might assume that working in groups is always enjoyable and straightforward. In reality, group work can be challenging due to differing opinions, work styles, and conflicts that need to be managed³. • The Teacher Will 	<ul style="list-style-type: none"> • One Person Can Do All the Work: Some students believe that one person can handle the entire project while others contribute minimally. This can lead to unequal workload distribution and resentment among group members¹. • Group Work is Just About Dividing Tasks: Many students think that group work is simply about dividing tasks and working independently. However, effective collaboration involves continuous communication, sharing ideas, and integrating everyone’s contributions². • Group Work is Always Fun and Easy: Teenagers might assume that working in groups is always enjoyable and straightforward. In reality, group work can be challenging due to differing opinions, work styles, and conflicts that need
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- **Fear is Always Negative:** Another misconception is that fear is always a negative emotion. [The article discusses how fear can trigger the release of dopamine, which can create a pleasurable experience for some individuals².](#)
- **Children Can Handle Fear the Same Way as Adults:** Some think that children can handle fear just as well as adults. [The article cautions against exposing young children to frightening experiences, as it can create lasting negative memories³.](#)

- Just a Bird:** A common misconception is that the raven is just a bird. [In fact, it symbolizes the narrator's descent into madness and his inability to escape his grief³⁴.](#)
2. **The Poem is About Supernatural Events:** Some readers think the poem is about supernatural events. [While it has supernatural elements, it primarily explores themes of loss, mourning, and the psychological impact of grief⁴⁵.](#)
- "Windigo" by Louise Erdrich**
1. **The Windigo is Purely Evil:** Some believe the Windigo is purely an evil creature. [However, the poem explores the complexity of the Windigo, including its](#)

- Resolve All Conflicts:** Some students expect the teacher to step in and resolve any conflicts that arise within the group. [While teachers can provide guidance, students need to develop conflict resolution skills and learn to work through disagreements on their own⁴.](#)
- **Everyone Will Automatically Participate Equally:** There's a misconception that all group members will naturally contribute equally. [In practice, some students may dominate the discussion while others may be more passive, requiring strategies to ensure balanced participation².](#)
 - **Group Work is Less Effective Than Individual Work:** Some teenagers believe that they can achieve better results working alone. [However, collaborative group work can lead to more creative solutions and a deeper](#)

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- **The Teacher Will Resolve All Conflicts:** Some students expect the teacher to step in and resolve any conflicts that arise within the group. [While teachers can provide guidance, students need to develop conflict resolution skills and learn to work through disagreements on their own⁴.](#)
 - **Everyone Will Automatically Participate Equally:** There's a misconception that all group members will naturally contribute equally. [In practice, some students may dominate the discussion while others may be more passive, requiring strategies to ensure balanced participation².](#)
 - **Group Work is Less Effective Than Individual Work:** Some teenagers believe that they can achieve better results working

			human aspects and the cultural significance of the myth⁶⁷. 2. The Poem is Only About Fear: Another misconception is that the poem is solely about fear. It also delves into themes of survival, the harshness of nature, and the interplay between life and death⁶⁸.	understanding of the material when done effectively².	alone. However, collaborative group work can lead to more creative solutions and a deeper understanding of the material when done effectively².
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.	<u>Content Vocabulary – Part I</u> <i>Students create vocabulary word cards by rating their understanding on a scale of 1-4, write the definition, draw a picture of the meaning of the vocabulary word, and share at least 1 antonym or synonym of the vocabulary word.</i> <u>Today's Content Vocabulary</u> Stimulus Dissonance	School Picture Day – All Classes Meet in the Auditorium	<u>Content Vocabulary – Part I</u> <i>Students create vocabulary word cards by rating their understanding on a scale of 1-4, write the definition, draw a picture of the meaning of the vocabulary word, and share at least 1 antonym or synonym of the vocabulary word.</i> <u>Today's Content Vocabulary</u> Entreating Implore	<u>Content Vocabulary Review</u> <i>Students play a competitive vocabulary game in which they must match content vocabulary words used correctly in a given sentence.</i> <u>Game Vocabulary</u> Stimulus Dissonance Cognitive Entreating Implore Beguiling	<u>Teamwork Icebreaker</u> <i>Students are divided into groups to play Human Bingo. Each student is given a Bingo card with interesting facts with various statements. The goal is to find the classmates who match the statements and have them sign the corresponding square.</i> Prize: The winner will receive 1 (one) assignment pass for 100 points on any 1 assignment.
Agenda for the Day Simple outline of lesson segments or activities that is time stamped.	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (10 minutes) 	<ul style="list-style-type: none"> ▪ School Picture Day – All Classes Meet in the Auditorium 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (10 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (10 minutes) 	<ul style="list-style-type: none"> ▪ Do Now (5 minutes) ▪ Review Learning Objective (2 minutes) ▪ I Do (10 minutes)

Teacher/class should take 2 minutes or less to review.	<ul style="list-style-type: none"> ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes) 		<ul style="list-style-type: none"> ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> ▪ We Do (10 minutes) ▪ You Together (10 minutes) ▪ Exit Ticket (5 minutes)
Beginning of Lesson I Do Science: Engage & Explore	<u>First Read – Theme Lift-off</u> <i>Students identify the theme and then examine how the theme is developed in the story and provide evidence from the text for their conclusions.</i>	School Picture Day – All Classes Meet in the Auditorium	<u>First Read – Main Idea Map</u> <i>Students identify the theme and then examine how the theme is developed in the story and provide evidence from the text for their conclusions.</i>	<u>Speaking and Listening Skills: Group Presentation</u> <i>Students review the following components of an effective group presentation: Clear Structure, engaging content, confident delivery, and use of visual aids.</i> <u>Check for Understanding</u> <i>Class Discussion: Students share what they think makes a good presentation,</i>	<u>Group Presentation Practice</u> Each group will practice their presentation in front of the class. Students will need to focus on clear communication, teamwork, and use of visual aids.
Middle of the lesson We Do Science: Explain and Elaborate	<u>First Read – Theme Lift-off</u> <i>Students identify the theme and then examine how the theme is developed in the story and provide evidence from the text for their conclusions.</i>	School Picture Day – All Classes Meet in the Auditorium	<u>First Read – Main Idea Map</u> <i>Students identify the theme and then examine how the theme is developed in the story and provide evidence from the text for their conclusions.</i>	<u>Group Discussion</u> <i>Students watch a brief video of an effective presentation, then discuss their observations of the video using specific examples from the video.</i>	<u>Peer Feedback</u> <i>Students provide feedback for improvement on their peers' presentations.</i>

Commented [RL4]: Graphic Organizer: p. 37 - Organizer Book

Commented [RL3]: Graphic Organizer: p. 33 - Organizer Book

Commented [RL5]: Graphic Organizer: p. 37 - Organizer Book

<p>End of the Lesson You Do</p> <p>Science: Evaluate</p>	<p><u>Comprehension Question</u> <i>Students answer the following question using specific evidence from the text.</i></p> <p>Prompt: Why do some extremely scary or happy events cause people to feel a strong attachment to one another even after the event has passed.</p> <p><u>Sentence Starter:</u> "One reason why extremely scary or happy events can lead to strong attachments between people is because..."</p>	<p>School Picture Day – All Classes Meet in the Auditorium</p>	<p><u>Comprehension Question</u> <i>Students answer the following question using specific evidence from the text.</i></p> <p>Prompt: "What is the relationship between the Raven and the speaker's state of mind at the end of the poem? What does the Raven come to represent?"</p> <p><u>Sentence Starter:</u> "By the end of Edgar Allan Poe's poem 'The Raven,' the relationship between the Raven and the speaker's state of mind becomes clear, as the Raven comes to symbolize..."</p>	<p><u>Research</u></p> <p><i>Students use technology to research their topic for group presentations. Students are reminded of the purpose of the task, as well as the time limits and due date (September 26)</i></p> <p>Worksheet: Speaking and Listening: Group Presentation (RP) (Savvas)</p>	<p><u>Class Discussion</u></p> <p>The class will discuss common strengths and areas of improvement observed during practice.</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>Content Vocabulary - Part II</u> <i>Students create vocabulary word cards by rating their understanding on a scale of 1-4, write the definition, draw a picture of the meaning of the vocabulary word, and share at least 1 antonym or synonym of the vocabulary word.</i></p> <p><u>Today's Content Vocabulary</u> Cognitive</p>	<p>School Picture Day – All Classes Meet in the Auditorium</p>	<p><u>Content Vocabulary - Part II</u> <i>Students create vocabulary word cards by rating their understanding on a scale of 1-4, write the definition, draw a picture of the meaning of the vocabulary word, and share at least 1 antonym or synonym of the vocabulary word.</i></p> <p><u>Today's Content Vocabulary</u> Beguiling</p>	<p><u>Research</u></p> <p><i>Students use technology to research their topic for group presentations. Students are reminded of the purpose of the task, as well as the time limits and due date (September 26)</i></p> <p>Worksheet: Speaking and Listening: Group Presentation (RP) (Savvas)</p>	<p><u>Lesson Reflection</u></p> <p>Prompt: "Reflecting on this group presentation, what are some specific actions or behaviors you feel proud of, and what areas do you think you could improve upon? How did these actions impact your learning and interactions with others?"</p> <p><u>Sentence Starter</u></p>

"This week, I am proud to have... However, I need to improve..."

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SPED Modification (s): What modifications are being made to accommodate the students receiving special services?	<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"> • School Picture Day – All Classes Meet in the Auditorium 	<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
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"> • School Picture Day – All Classes Meet in the Auditorium 	<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> -Check for Understanding -In-line Annotation <u>Summative</u> -Vocabulary use in Sentences	School Picture Day – All Classes Meet in the Auditorium	<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>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. 	<ul style="list-style-type: none"> School Picture Day – All Classes Meet in the Auditorium 	<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"> School Picture Day – All Classes Meet in the Auditorium 	<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 	<ul style="list-style-type: none"> School Picture Day – All Classes Meet in the Auditorium 	<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 	<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 	<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

- 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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