2024-2025 Weekly Lesson Planning Document
Week of Monday, September 23 through Friday, September 27

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** Unit 1 Texts - MyPerspectives	**SELECTION** Unit 1 Texts - MyPerspectives	**SELECTION** Independent Learning Texts	**SELECTION** Independent Learning Texts	**SELECTION** Group Presentations
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.	**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. **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. **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 sentence starters and models, I can perform an oral group presentation with 80% accuracy.	Given sentence starters and models, I can perform an oral group presentation with 80% accuracy.	Given annotation strategies, I can demonstrate comprehension of my chosen text with 80% accuracy.	Given annotation strategies, I can demonstrate comprehension of my chosen text with 80% accuracy.	Given sentence starters and models, I can perform an oral group presentation with 80% accuracy.

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?					
	• **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,	• **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, personal opinions can be valuable, especially in reflective or argumentative essays. • **Longer essays are better**: Quality over quantity. A concise, well-argued essay is	• **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, personal opinions can be valuable, especially in reflective or argumentative essays.	• **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, personal opinions can be valuable, especially in reflective or argumentative essays. • **Longer essays are better**: Quality over quantity. A concise, well-argued essay is more effective than a long, rambling one.	• **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, personal opinions can be valuable, especially in reflective or argumentative essays. • **Longer essays are better**: Quality over quantity. A concise, well-argued essay is more effective than a long, rambling one.

	personal opinions can be valuable, especially in reflective or argumentative essays. • **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? •	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? •	• **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?	• **Essays are just about presenting facts**: Essays should also include analysis, interpretation, and critical thinking. • Do any of these resonate with you? •	• **Essays are just about presenting facts**: Essays should also include analysis, interpretation, and critical thinking. • Do any of these resonate with you? •
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.	**Research and Create** -Students complete academic vocabulary word cards for unit vocabulary	**Research and Create** -Students complete academic vocabulary word cards for unit vocabulary	**Research and Create** -Students complete academic vocabulary word cards for unit vocabulary	**Research and Create** -Students complete academic vocabulary word cards for unit vocabulary	**Research and Create** -Students complete academic vocabulary word cards for unit vocabulary
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	**Research and Create** -Students complete academic vocabulary word cards for unit vocabulary	**Research and Create** -Students complete academic vocabulary word cards for unit vocabulary	**Independent Reading** -Students complete a first read graphic organizer	**Independent Reading** -Students complete a first read graphic organizer	**Research and Create** -Students complete academic vocabulary cards for unit vocabulary
Middle of the lesson We Do **Science:** Explain and Elaborate	**Research and Create** -Students complete academic vocabulary word cards for unit vocabulary	**Research and Create** -Students complete academic vocabulary word cards for unit vocabulary	**Independent Reading** -Students complete a first read graphic organizer	**Independent Reading** -Students complete a first read graphic organizer	**Group Presentations** -Students perform their a out-loud reading of their group presentation.
End of the Lesson You Do **Science:** Evaluate	**My Editing Checklist** Students use a graphic organizer to check the strength of their essays.	**My Editing Checklist** Students use a graphic organizer to check the strength of their essays.	**Open-Ended Question** -Students explain how their texts connect to the focus question.	**Open-Ended Question** -Students explain how their texts connect to the focus question.	**Group Presentations** -Students perform their a out-loud reading of their group presentation.

(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.	Quickwrite What was the most difficult part of drafting your presentation? Why?	Quickwrite What was the most difficult part of drafting your presentation? Why?	Vocabulary Review Game Students review vocabulary by playing a game.	Vocabulary Review -Students will play a vocabulary-based game in which they must match definitions to vocabulary words.	Vote for Your Favorite -Students vote on their favorite presentations.
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 workload** • **Extended time** • **Alternative Assessment**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**	• **Clear and concise language with minimal jargon** • **Illustrated text** • **Building Background** • **Reduced workload** • **Extended time** • **Alternative Assessment**	• **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?	• **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** -Check for Understanding -In-line Annotation **Summative** -Vocabulary use in Sentences	**Formative Assessments** -Check for Understanding -In-line Annotation **Summative** -Vocabulary use in Sentences	**Formative Assessments** -Check for Understanding -In-line Annotation **Summative** -Vocabulary use in Sentences	**Formative Assessments** -Check for Understanding -In-line Annotation **Summative** -Vocabulary use in Sentences	**Formative Assessments** -Check for Understanding -In-line Annotation **Summative** -Vocabulary use in Sentences

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** **Repetition/L1 support** • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	**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 the concept in Spanish for students that are struggling.**	**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 the concept in Spanish for students that are struggling.**	**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 the concept in Spanish for students that are struggling.**	**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 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:**	• **Students will use Nearpod, which is embedded with the following assistive technology:** • **Text-to-Speech**	• **Students will use Nearpod, which is embedded with the following assistive technology:** • **Text-to-Speech**	• **Students will use Nearpod, which is embedded with the following assistive technology:** • **Text-to-Speech** • **Highlighting**	• **Students will use Nearpod, which is embedded with the following assistive technology:** • **Text-to-Speech** • **Highlighting**

	• **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.**	• **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.**	• **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.**	• **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.**	• **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.**