2024-2025 Weekly Lesson Planning Document

Week of Monday, September 30 through October 4



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 INTRODUCE INDEPENDENT LEARNING (Student Edition - pp. 116-117)	SELECTION INDEPENDENT LEARNING (Student Edition - pp. 118-120)	SELECTION PERFORMANCE- BASED ASSESSMENT PREP (Student Edition - pp. 121-123)	Group Oral Presentations – Uncertainty and Fear	SELECTION PERFORMANCE- BASED ASSESSMENT (Student Edition - pp. 124-125)
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.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. 9-10.W.TTP.2. a Provide an introduction that is relevant to the rest of the text and effectively engages the audience. 9-10.W.TTP.2. b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. 9-10.W.TTP.2. c 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. 9-10.W.TTP.2. d Provide a concluding statement or section that follows from and supports the information or explanation presented. 9-10.W.TTP.2. f Use appropriate formatting, graphics, and multimedia to aid comprehension. 9-10.W.RTP.2. f Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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.	Given graphic organizers, I can create a schedule to practice what I've learned with 80% accuracy.	Given annotation strategies and leveled text, I can demonstrate comprehension of my chosen text with 80% accuracy.	Given graphic organizers, I can evaluate the strength of my evidence to answer the question: "What is the allure of fear?"	Given models and leveled texts, I can create a presentation on uncertainty and fear in gothic literature with 80% accuracy.	Given graphic organizers, I can evaluate the strength of my evidence to answer the question: "What is the allure of fear?"

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			

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

Reading Must Be Perfect: They might believe that they need to understand every word or phrase, leading to frustration and discouragement. Only Difficult Texts Are Beneficial: Some learners may think that only challenging literature can help improve their skills. overlooking the value of simpler texts. Izack of Vocabulary **Means No Reading:** They might feel that if they don't know enough vocabulary, they shouldn't read at all, ignoring the fact that reading can help expand their vocabulary. **Reading Is Solely** for Advanced Learners: There can be a misconception that reading is only for those who are fluent, rather than a tool for learners at any level to improve their language skills. **Silent Reading Is** the Only Method: Some learners may

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 Lack of Vocabulary
 Means No Reading:

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think that reading	at any level to improve	at any level to improve	Silent Reading Is the	any level to improve their
silently is the only way	their language skills.	their language skills.	Only Method: Some	language skills.
to engage with a text,	Silent Reading Is the	Silent Reading Is	learners may think that	Silent Reading Is the
not realizing that reading aloud can also	Only Method: Some	the Only Method:	reading silently is the only	Only Method: Some
aid comprehension	learners may think that	Some learners may	way to engage with a text,	learners may think that
and pronunciation.	reading silently is the	think that reading	not realizing that reading	reading silently is the
Reading Only	only way to engage with	silently is the only way	aloud can also aid	only way to engage with
Textbooks Is Enough:	a text, not realizing that	to engage with a text,	comprehension and	a text, not realizing that
They might believe	reading aloud can also	not realizing that	pronunciation.	reading aloud can also
that reading only academic or textbook	aid comprehension and	reading aloud can also	Reading Only	aid comprehension and
material is sufficient,	pronunciation.	aid comprehension and	Textbooks Is Enough:	pronunciation.
missing out on the	Reading Only	pronunciation.	They might believe that	Reading Only
benefits of diverse	Textbooks Is Enough:	Reading Only	reading only academic or	Textbooks Is Enough:
genres and styles.	They might believe that	Textbooks Is Enough:	textbook material is	They might believe that
Comprehension Equals Translation	reading only academic	They might believe that	sufficient, missing out on	reading only academic or
Equals Translation : Learners may think	or textbook material is	reading only academic	the benefits of diverse	textbook material is
that they need to	sufficient, missing out	or textbook material is	genres and styles.	sufficient, missing out on
translate everything	on the benefits of	sufficient, missing out	Comprehension	the benefits of diverse
into their first	diverse genres and	on the benefits of	Equals Translation:	genres and styles.
language to	styles.	diverse genres and	Learners may think that	Comprehension
understand, which can hinder their ability to	Comprehension	styles.	they need to translate	Equals Translation:
think directly in	Equals Translation:	Comprehension	everything into their first	Learners may think that
English.	Learners may think that	Equals Translation:	language to understand,	they need to translate
Reading Doesn't	they need to translate	Learners may think that	which can hinder their	everything into their first
Improve Speaking	-	they need to translate		
Skills: They might	everything into their first	-	ability to think directly in	language to understand, which can hinder their
underestimate the connection between	language to understand, which can hinder their	everything into their	English.	
reading and speaking,		first language to	Reading Doesn't	ability to think directly in
not realizing that	ability to think directly in	understand, which can	Improve Speaking Skills:	English.
exposure to language	English.	hinder their ability to	They might underestimate	Reading Doesn't
structure and	Reading Doesn't	think directly in English.	the connection between	Improve Speaking
vocabulary can	Improve Speaking	Reading Doesn't	reading and speaking, not	Skills : They might
enhance their oral skills.	Skills: They might	Improve Speaking	realizing that exposure to	underestimate the
Independent	underestimate the	Skills: They might	language structure and	connection between
Reading Is a Solo	connection between	underestimate the	vocabulary can enhance	reading and speaking,
Activity: Some may	reading and speaking,	connection between	their oral skills.	not realizing that
view reading as a	not realizing that	reading and speaking,	Independent Reading	exposure to language
solitary task, not recognizing the	exposure to language	not realizing that	Is a Solo Activity: Some	structure and vocabulary
potential for	structure and vocabulary	exposure to language	may view reading as a	can enhance their oral
discussion and sharing		structure and	solitary task, not	skills.
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	insights with others to enhance understanding. Frequency Isn't Important : Learners might not understand that regular reading practice is key to improvement, believing that occasional reading is sufficient.	 can enhance their oral skills. Independent Reading Is a Solo Activity: Some may view reading as a solitary task, not recognizing the potential for discussion and sharing insights with others to enhance understanding. Frequency Isn't Important: Learners might not understand that regular reading practice is key to improvement, believing that occasional reading is sufficient. 	 vocabulary can enhance their oral skills. Independent Reading Is a Solo Activity: Some may view reading as a solitary task, not recognizing the potential for discussion and sharing insights with others to enhance understanding. Frequency Isn't Important: Learners might not understand that regular reading practice is key to improvement, believing that occasional reading is sufficient. 	recognizing the potential for discussion and sharing insights with others to enhance understanding. • Frequency Isn't Important: Learners might not understand that regular reading practice is key to improvement, believing that occasional reading is sufficient.	 Independent Reading Is a Solo Activity: Some may view reading as a solitary task, not recognizing the potential for discussion and sharing insights with others to enhance understanding. Frequency Isn't Important: Learners might not understand that regular reading practice is key to improvement, believing that occasional reading is sufficient.
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.	Open-Ended Question Students answer the following prompt <u>in</u> English: "What is the allure of fear?" Sentence Starter "I think that people (find/do not find) fear attractive because"	Text Selection -Students review summaries of the texts, then select the text that they will read for the day.	Assignment Preview -Students read, annotate, and discuss the assignment.	Group Prensentations -Students perform their group's presentation. Students listen and vote for their favorite presentation.	Performance-Based Exam -Students complete the performance-based exam for the unit.
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) 	 Do Now (5 minutes) Review Learning Objective (2 minutes) I Do (10 minutes) We Do (10 minutes) You Together (10 minutes) 	 Do Now (5 minutes) Review Learning Objective (2 minutes) I Do (10 minutes) We Do (10 minutes) You Together (10 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)

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	 Exit Ticket (5 minutes) 	 Exit Ticket (5 minutes) 	 Exit Ticket (5 minutes) 		 Exit Ticket (5 minutes)
Beginning of Lesson I Do Science: Engage & Explore	Learning Strategies Review the Learning Strategies with students and explain that as they work through Independent Learning they will develop strategies to work on their own	Independent Reading Time Students will choose one of the texts to independently read in class. Students will take notes on any confusing parts, or parts that they found interesting.	<u>Review Evidence for an</u> <u>Explanatory Essay</u> Students evaluate the strength of their evidence	Group Prensentations -Students perform their group's presentation. Students listen and vote for their favorite presentation.	Performance-Based Exam -Students complete the performance-based exam for the unit.
Middle of the lesson We Do Science: Explain and Elaborate	Table of Contents and Performance Task <u>Preview</u> Students preview the text selections in the unit and discuss how they relate to the question: "What is the allure of fear?"	Text Discussion Students will sit at a group that chose a similar text and discuss their questions written during independent study.	Evidence Log -Students add notes and evidence that will be used to inform the Performance-Based Assessment.	Group Prensentations -Students perform their group's presentation. Students listen and vote for their favorite presentation.	Performance-Based Exam -Students complete the performance-based exam for the unit.

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End of the Lesson You Do Science: Evaluate	Independent Reading Time Students will choose one of the texts to independently read in class.	Close Read Graphic Organizer – Theme Web Students complete a graphic organizer to show comprehension of their chosen text.	Explanatory Essay Students will write an explanatory essay on the ways transformation plays a role in the stories meant to scare us.	Group Prensentations -Students perform their group's presentation. Students listen and vote for their favorite presentation.	Performance-Based Exam -Students complete the performance-based exam for the unit.
(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.	Discussion Which text did you read? Why? Sentence Starter "I chose (text title) because"	Quick write What was your favorite part of the text? Why? Sentence Starter "My favorite part of the text was"	Rubric Explanation Students are introduced to the rubric, then evaluate their own essays written in the previous step.	Group Prensentations -Students perform their group's presentation. Students listen and vote for their favorite presentation.	Lesson Reflection What was difficult or easy about this lesson? What is one thing that you could do differently to improve your exam score?
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 	 L1 Support (Spanish) Illustrated Vocabulary Read-Aloud 	 L1 Support (Spanish) Illustrated Vocabulary Read-Aloud 	 L1 Support (Spanish) Illustrated Vocabulary Read-Aloud Leveled Text Connecting 	 L1 Support (Spanish) Illustrated Vocabulary Read-Aloud Leveled Text

Overton High School (Page 7) Leveled Text ٠ Leveled Text Leveled Text Background • Connecting • • Knowledge Background Connecting Connecting Connecting . Background 1.5x Time Knowledge Background Background • Knowledge Knowledge Knowledge Audio Summary of the ٠ 1.5x Time 1.5x Time 1.5x Time 1.5x Time text in English and Audio Summary of ٠ ٠ • Spanish **Audio Summary Audio Summary of** Audio Summary of the text in English • • **Sentence Stems** and Spanish of the text in the text in English the text in English **Sentence Stems** and Spanish and Spanish **English and Sentence Stems Spanish Sentence Stems Sentence Stems** Assessment (s): **Formative Formative Assessments Formative Assessments Formative Assessments Formative Assessments** -Check for Understanding -Check for Understanding How will you know that students Assessments -Check for Understanding -Check for Understanding have reached the objective? -Check for -In-line Annotation -In-line Annotation -In-line Annotation -In-line Annotation Assessments may include: Understanding Pre-assessment, formative -In-line Annotation **Summative** Summative Summative **Summative** -Vocabulary use in -Vocabulary use in -Vocabulary use in assessments. summative -Comprehension Quiz assessment, post-assessment, Summative Sentences Sentences Sentences discussions, performance, -Vocabulary use in • • • demonstration, etc. Sentences • **Corrective Activity (s): Heterogeneous Heterogeneous Heterogeneous Heterogeneous Grouping Heterogeneous Grouping** What will I do if the student Grouping Grouping Grouping Students of higher • Students of • doesn't understand the lesson? • Students of • Students of • Students of proficiency levels higher higher higher higher are paired with proficiency levels proficiency proficiency proficiency students of are paired with levels are levels are paired levels are beginning students of paired with with students of paired with proficiency levels beginning students of beginning students of to assist in proficiency levels beginning proficiency beginning building to assist in proficiency levels to assist in proficiency knowledge building levels to building levels to assist **Repetition/L1 support** knowledge assist in knowledge in building • (Teacher provides an **Repetition/L1 Repetition/L1** knowledge building explanation of the <u>support</u> knowledge <u>support</u> **Repetition/L1** concept in Spanish for • (Teacher provides an **Repetition/L1** ٠ (Teacher provides support students that are explanation of the an explanation of the <u>support</u> ٠ (Teacher provides struggling. concept in Spanish (Teacher concept in Spanish an explanation of for students that are provides an for students that are the concept in struggling. explanation of struggling. **Spanish for students** the concept in that are struggling. Spanish for students that are struggling.

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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, 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. 	 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. 	 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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