

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.)	<u>SELECTION</u> INTRODUCE INDEPENDENT LEARNING (Student Edition – pp. 116-117)	<u>SELECTION</u> INDEPENDENT LEARNING (Student Edition – pp. 118-120)	<u>SELECTION</u> PERFORMANCE-BASED ASSESSMENT PREP (Student Edition – pp. 121-123)	Group Oral Presentations – Uncertainty and Fear	<u>SELECTION</u> 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.	<ul style="list-style-type: none"> 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. e Use appropriate formatting, graphics, and multimedia to aid comprehension. 9-10.W.TTP.2. f Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9-10. W. RBP.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....					
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Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	<p>❑ Reading Must Be Perfect: They might believe that they need to understand every word or phrase, leading to frustration and discouragement.</p> <p>❑ Only Difficult Texts Are Beneficial: Some learners may think that only challenging literature can help improve their skills, overlooking the value of simpler texts.</p> <p>❑ Lack 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.</p> <p>❑ 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.</p> <p>❑ Silent Reading Is the Only Method: Some learners may</p>	<ul style="list-style-type: none"> • 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. • Lack 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 	<ul style="list-style-type: none"> • 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. • Lack 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 	<ul style="list-style-type: none"> • 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. • Lack 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. 	<ul style="list-style-type: none"> • 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. • Lack 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.
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think that reading silently is the only way to engage with a text, not realizing that reading aloud can also aid comprehension and pronunciation.

☐ **Reading Only Textbooks Is Enough:**

They might believe that reading only academic or textbook material is sufficient, missing out on the benefits of diverse genres and styles.

☐ **Comprehension Equals Translation:**

Learners may think that they need to translate everything into their first language to understand, which can hinder their ability to think directly in English.

☐ **Reading Doesn't Improve Speaking Skills:** They might underestimate the connection between reading and speaking, not realizing that exposure to language structure and 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

at any level to improve their language skills.

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	<p>insights with others to enhance understanding.</p> <p>▣ Frequency Isn't Important: Learners might not understand that regular reading practice is key to improvement, believing that occasional reading is sufficient.</p>	<p>can enhance their oral skills.</p> <ul style="list-style-type: none"> ▣ 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. 	<p>vocabulary can enhance their oral skills.</p> <ul style="list-style-type: none"> ▣ 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. 	<p>recognizing the potential for discussion and sharing insights with others to enhance understanding.</p> <ul style="list-style-type: none"> ▣ Frequency Isn't Important: Learners might not understand that regular reading practice is key to improvement, believing that occasional reading is sufficient. 	<ul style="list-style-type: none"> ▣ 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.
<p>Literacy-Based DO NOW:</p> <p>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>Open-Ended Question</p> <p>Students answer the following prompt <u>in English:</u></p> <p>“What is the allure of fear?”</p> <p>Sentence Starter</p> <p>“I think that people (find/do not find) fear attractive because...”</p>	<p>Text Selection</p> <p>-Students review summaries of the texts, then select the text that they will read for the day.</p>	<p>Assignment Preview</p> <p>-Students read, annotate, and discuss the assignment.</p>	<p>Group Presentations</p> <p>-Students perform their group's presentation. Students listen and vote for their favorite presentation.</p>	<p>Performance-Based Exam</p> <p>-Students complete the performance-based exam for the unit.</p>
<p>Agenda for the Day</p> <p>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) 	<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) 	<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) 	<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)	▪ Exit Ticket (5 minutes)	▪ Exit Ticket (5 minutes)		▪ Exit Ticket (5 minutes)
Beginning of Lesson I Do Science: Engage & Explore	<u>Learning Strategies</u> Review the Learning Strategies with students and explain that as they work through Independent Learning they will develop strategies to work on their own	<u>Independent Reading Time</u> 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 Explanatory Essay</u> Students evaluate the strength of their evidence	<u>Group Presentations</u> -Students perform their group's presentation. Students listen and vote for their favorite presentation.	<u>Performance-Based Exam</u> -Students complete the performance-based exam for the unit.
Middle of the lesson We Do Science: Explain and Elaborate	<u>Table of Contents and Performance Task Preview</u> Students preview the text selections in the unit and discuss how they relate to the question: "What is the allure of fear?"	<u>Text Discussion</u> Students will sit at a group that chose a similar text and discuss their questions written during independent study.	<u>Evidence Log</u> -Students add notes and evidence that will be used to inform the Performance-Based Assessment.	<u>Group Presentations</u> -Students perform their group's presentation. Students listen and vote for their favorite presentation.	<u>Performance-Based Exam</u> -Students complete the performance-based exam for the unit.

<p>End of the Lesson You Do</p> <p>Science: Evaluate</p>	<p><u>Independent Reading Time</u> Students will choose one of the texts to independently read in class.</p>	<p><u>Close Read Graphic Organizer – Theme Web</u> Students complete a graphic organizer to show comprehension of their chosen text.</p>	<p><u>Explanatory Essay</u> Students will write an explanatory essay on the ways transformation plays a role in the stories meant to scare us.</p>	<p><u>Group Presentations</u> -Students perform their group's presentation. Students listen and vote for their favorite presentation.</p>	<p><u>Performance-Based Exam</u> -Students complete the performance-based exam for the unit.</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>Discussion</u> Which text did you read? Why?</p> <p><u>Sentence Starter</u> "I chose (text title) because..."</p>	<p><u>Quick write</u> What was your favorite part of the text? Why?</p> <p><u>Sentence Starter</u> "My favorite part of the text was..."</p>	<p><u>Rubric Explanation</u> Students are introduced to the rubric, then evaluate their own essays written in the previous step.</p>	<p><u>Group Presentations</u> -Students perform their group's presentation. Students listen and vote for their favorite presentation.</p>	<p><u>Lesson Reflection</u> What was difficult or easy about this lesson? What is one thing that you could do differently to improve your exam score?</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 <p>Alternative Assessment</p>	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time <p>Alternative Assessment</p>	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time <p>Alternative Assessment</p>	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time <p>Alternative Assessment</p>	<ul style="list-style-type: none"> • Clear and concise language with minimal jargon • Illustrated text • Building Background • Reduced workload • Extended time <p>Alternative Assessment</p>
<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 	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud 	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud 	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud • Leveled Text • Connecting 	<ul style="list-style-type: none"> • L1 Support (Spanish) • Illustrated Vocabulary • Read-Aloud • Leveled Text

	<ul style="list-style-type: none"> • 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"> • 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"> • Leveled Text • Connecting Background Knowledge • 1.5x Time • Audio Summary of the text in English and Spanish Sentence Stems 	Background Knowledge <ul style="list-style-type: none"> • 1.5x Time • Audio Summary of the text in English and Spanish Sentence Stems 	<ul style="list-style-type: none"> • 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 •	<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>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: 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. 	<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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