2024-2025 Weekly Lesson Planning Document
Week of Monday, October 28 through Friday, November 01

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** The Metamorphosis	**SELECTION** The Metamorphosis	**SELECTION** The Metamorphosis	**SELECTION** The Metamorphosis	**SELECTION** The Metamorphosis
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.RL.KID.1** *Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.* **9-10.RL.CS.4** *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.* **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.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.* **9-10.W.TTP.1** *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.* **9-10.W.PDW.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)*				
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.	Given annotation strategies, I can demonstrate comprehension of The	Given annotation strategies, I can demonstrate comprehension of The	Given annotation strategies, I can demonstrate	Given sentence starters, I can use verb phrases with 80% accuracy.	Given sentence starters and models, I can write a movie pitch for "The Metamorphosis" with 80%

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….**	Metamorphosis with 80% accuracy.	Metamorphosis with 80% accuracy.	comprehension of The Metamorphosis with 80% accuracy.		accuracy.

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?					
	• Direct Quotes Only: They might think they can only use direct quotes, when paraphrasing or summarizing can also be powerful. • Exact Wording Matters: Some students believe they need to use the exact words from the text without recognizing the importance of integrating the evidence smoothly into their own writing. • The Longer, the Better: They might think longer quotes are always better, but shorter, more relevant snippets often make stronger points. • Page Numbers Are Optional: Students may assume they don't always need to include page numbers or other specific details, overlooking that this precision is crucial for credibility. • Quantity Over Quality: There's a tendency to believe that the more evidence the	• Direct Quotes Only: They might think they can only use direct quotes, when paraphrasing or summarizing can also be powerful. • Exact Wording Matters: Some students believe they need to use the exact words from the text without recognizing the importance of integrating the evidence smoothly into their own writing. • The Longer, the Better: They might think longer quotes are always better, but shorter, more relevant snippets often make stronger points. • Page Numbers Are Optional: Students may assume they don't always need to include page numbers or other specific details, overlooking that this precision is crucial for credibility. • Quantity Over Quality: There's a tendency to believe that the more evidence the better, without focusing on the relevance and strength of the selected pieces. •	• Direct Quotes Only: They might think they can only use direct quotes, when paraphrasing or summarizing can also be powerful. • Exact Wording Matters: Some students believe they need to use the exact words from the text without recognizing the importance of integrating the evidence smoothly into their own writing. • The Longer, the Better: They might think longer quotes are always better, but shorter, more relevant snippets often make stronger points. • Page Numbers Are Optional: Students may assume they don't always need to include page numbers or other specific details, overlooking that this precision is crucial for credibility. • Quantity Over Quality: There's a tendency to believe that the more evidence the better, without focusing on the relevance and strength of the selected pieces. •	• *Direct Quotes Only: They might think they can only use direct quotes, when paraphrasing or summarizing can also be powerful.* • *Exact Wording Matters: Some students believe they need to use the exact words from the text without recognizing the importance of integrating the evidence smoothly into their own writing.* • *The Longer, the Better: They might think longer quotes are always better, but shorter, more relevant snippets often make stronger points.* • *Page Numbers Are Optional: Students may assume they don't always need to include page numbers or other specific details, overlooking that this precision is crucial for credibility.* • *Quantity Over Quality: There's a tendency to believe that the more evidence the better, without focusing on the relevance and strength of the selected pieces.* •	• *Direct Quotes Only: They might think they can only use direct quotes, when paraphrasing or summarizing can also be powerful.* • *Exact Wording Matters: Some students believe they need to use the exact words from the text without recognizing the importance of integrating the evidence smoothly into their own writing.* • *The Longer, the Better: They might think longer quotes are always better, but shorter, more relevant snippets often make stronger points.* • *Page Numbers Are Optional: Students may assume they don't always need to include page numbers or other specific details, overlooking that this precision is crucial for credibility.* • *Quantity Over Quality: There's a tendency to believe that the more evidence the better, without focusing on the relevance and strength of the selected pieces.* •

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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.	**Let's Discuss** -What do you think that the title of "The Metamorphosis" mean? In your own words, explain why you think it does or does not.	**Research and Create** -Students complete academic vocabulary word cards for unit vocabulary	**Why These Words?** Students answer the following prompts: -How does the concept vocabulary help describe Gregor's alienation? -What other words in the selection connect to the concept of discomfort?	**Lesson Preview** -Students read, annotate, and discuss the definition and function of phrases.	**Lesson Preview** -Students read, annotate, and discuss the assignment.
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	**Close Read Section**-Students annotate selected parts of the text, then answer closer thinking questions.	**Passage Analysis** -Students will analyze paragraph 66 that describes Gregor's movements, then they will discuss the importance in relation to the author's intentions.	**Word Study: Denotation and Connotation** -Students review the use of connotation and denotation within the text.	**Conventions: Types of Phrases** -Students discuss and practice the difference between verbs and auxiliary verbs.	**Write your Thesis** -Students complete the following sentence: "The Metamorphosis" should be made into a major Hollywood feature film because _____.

Middle of the lesson We Do **Science:** Explain and Elaborate	**Text Analysis Review** -Students practice text analysis skills using annotation strategies	**Analyze Craft and Structure** -Students review examples of Absurdist literature then discuss how they contribute to the intended meaning of the text.	**Word Strategies: Collecting Sentences** -Students review and practice 2 strategies for identifying vocabulary usage in the text: 1.) Find sentences in the text. Students locate sentences that use new vocabulary words. Students will then rewrite the sentence using synonyms, then discuss the changes that occur. 2.) Find sentences in online resources.	**Group Activity: Verbs and Auxiliary Verbs** -Students will play a game that tests their knowledge of verbs vs. auxiliary verbs.	**Group Argument Evaluation** -Students evaluate their movie pitches in their groups, then refine their drafts.
End of the Lesson You Do **Science:** Evaluate	**Text Analysis** Students use textual evidence to support their analysis of the text.	**Analyze Craft and Structure: Modernism** Students use a graphic organizer to answer questions regarding the structure of the text.	**Annotate Allegory** -Students annotate and discuss paragraph 80 and discuss what to infer from textual details.	**Worksheet: Types of Phrases** -Students demonstrate their ability to identify and use various forms of verbs correctly.	**Movie Pitch Editing** -Students rewrite their movie pitches to include feedback from their peers.
(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** Do people need to belong? Share specific parts of "The Metamorphosis" that supports your answer.	**Discussion** Many Modernist words draw attention to the techniques used to create them. In what ways is this true for "The Metamorphosis?"	**Closure: Rewriting Sentences** Students review vocabulary sentences from the text, then rewrite the sentences using synonyms.	**Share a Verb** -Students will write a complete sentence using the correct verb form.	**Vote for Your Favorite** -Students vote on their favorite movie pitch.

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**	**Heterogeneous Grouping** • **Students of higher proficiency levels are paired**	**Heterogeneous Grouping** • **Students of higher proficiency levels are**	**Heterogeneous Grouping** • **Students of higher proficiency levels are paired with students of beginning**	**Heterogeneous Grouping** • **Students of higher proficiency levels are paired with students of**

	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.**	**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.**	**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.**	**proficiency levels to assist in building knowledge** **Repetition/L1 support** • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	**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:** • **Text-to-Speech** • **Highlighting** • **Focused Reading** • **Illustrated picture dictionary** • **In-line text translation** • **Students also**	• **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**	• **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**	• **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**	• **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**

	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.	how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.	that includes how-to guides for completing assignments, school resources, digital word walls, texts, and links to missing assignments.	assignments, school resources, digital word walls, texts, and links to missing assignments.	completing assignments, school resources, digital word walls, texts, and links to missing assignments.