2024-2025 Weekly Lesson Planning Document
Week of Monday, November 04 through Friday, November 08

OVERTON
HIGH SCHOOL

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	**School Holiday** Election Day – Students Out	**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.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. 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. **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.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.				
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 models and sentence starters, I can demonstrate comprehension of The Metamorphosis with 80% accuracy.	**School Holiday** Election Day – Students Out	Given models and sentence starters, I can demonstrate comprehension of The Metamorphosis with 80% accuracy.	Given models and sentence starters, I can demonstrate comprehension of The Metamorphosis with 80% accuracy.	Given models and sentence starters, I can demonstrate comprehension of The Metamorphosis with 80% accuracy.

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	• Literal Metamorphosis: They might think Gregor's transformation is just a bizarre fantasy element, missing its deeper symbolic meaning. • Gregor's New Identity: Some might assume Gregor loses his human consciousness after the transformation, not realizing he remains mentally human and aware. • Family Dynamics: The complexity of Gregor's family's reaction might be oversimplified as pure horror or disgust, without seeing the nuanced dynamics of guilt, helplessness, and societal pressure. • Happy Ending Confusion: The family's relief at the end might be misinterpreted as a positive resolution, rather than a grim commentary on selfishness and utilitarianism. • Kafka's Intentions: Students might think Kafka's work	**School Holiday** • Election Day – Students Out	• Literal Metamorphosis: They might think Gregor's transformation is just a bizarre fantasy element, missing its deeper symbolic meaning. • Gregor's New Identity: Some might assume Gregor loses his human consciousness after the transformation, not realizing he remains mentally human and aware. • Family Dynamics: The complexity of Gregor's family's reaction might be oversimplified as pure horror or disgust, without seeing the nuanced dynamics of guilt, helplessness, and societal pressure. • Happy Ending Confusion: The family's relief at the end might be misinterpreted as a positive resolution, rather than a grim commentary on selfishness and utilitarianism. Kafka's Intentions: Students might think Kafka's work is just weird or absurd without recognizing it as a profound critique of	• Literal Metamorphosis: They might think Gregor's transformation is just a bizarre fantasy element, missing its deeper symbolic meaning. • Gregor's New Identity: Some might assume Gregor loses his human consciousness after the transformation, not realizing he remains mentally human and aware. • Family Dynamics: The complexity of Gregor's family's reaction might be oversimplified as pure horror or disgust, without seeing the nuanced dynamics of guilt, helplessness, and societal pressure. • Happy Ending Confusion: The family's relief at the end might be misinterpreted as a positive resolution, rather than a grim commentary on selfishness and utilitarianism. • Kafka's Intentions: Students might think Kafka's work is just weird or absurd without recognizing it as a profound critique of existential angst and societal alienation.	• Literal Metamorphosis: They might think Gregor's transformation is just a bizarre fantasy element, missing its deeper symbolic meaning. • Gregor's New Identity: Some might assume Gregor loses his human consciousness after the transformation, not realizing he remains mentally human and aware. • Family Dynamics: The complexity of Gregor's family's reaction might be oversimplified as pure horror or disgust, without seeing the nuanced dynamics of guilt, helplessness, and societal pressure. • Happy Ending Confusion: The family's relief at the end might be misinterpreted as a positive resolution, rather than a grim commentary on selfishness and utilitarianism. • Kafka's Intentions: Students might think Kafka's work is just weird or absurd without recognizing it as a profound critique of existential angst and societal alienation.

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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.	**Whole-class Discussion** -Students read a section of the text, then answer a prompt based on the content.	**School Holiday** Election Day – Students Out	**Let's Discuss: Why These Words?** -Students respond to the following questions about the content vocabulary: 1.) How does the concept vocabulary help describe Gregor's alienation? 2.) What other words in the selection connect to the concept of discomfort	**Let's Annotate: Definition and Functions of Phrases** -Students annotate and discuss the definitions of phrases and their function s within larger bodies of work.	**The Metamorphosis Unit Quiz** -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)*	**School Holiday** ▪ Election Day – Students Out	▪ 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	**Analyzing Craft and Structure - Absurdism** -Students will examine examples of Absurdist literature	**School Holiday** Election Day – Students Out	**Word Study: Denotation and Connotation** -Students respond to the following questions about the content vocabulary: 3.) How does the concept vocabulary help describe Gregor's alienation? 4.) What other words in the selection connect to the concept of discomfort	**Word Study: Types of Phrases** -Students review and practice the use of verb phrases within *The Metamorphosis*.	**The Metamorphosis Unit Quiz** -Students complete academic vocabulary word cards for unit vocabulary
Middle of the lesson We Do **Science:** Explain and Elaborate	**Group Art** -Students draw their own interpretation of Gregor's appearance based on textual evidence, then explain why they included the details that they drew.	**School Holiday** Election Day – Students Out	**Collecting Sentences** -Students read the text in groups and identify model sentences using the vocabulary words.	**Phrase Search** -Students skim the text to find examples of verb phrases, then discuss how the meaning changes with new words or omissions.	**The Metamorphosis Unit Quiz** -Students complete academic vocabulary word cards for unit vocabulary
End of the Lesson You Do **Science:** Evaluate	**Modernism Worksheet** Students use knowledge obtained in the lesson to identify Absurdist literature on a self-paced worksheet.	**School Holiday** Election Day – Students Out	**Writing Original Sentences** -Students write original sentences using content vocabulary words.	**Phrase Worksheet** -Students identify and use various phrases to complete sentences and respond to prompts.	**The Metamorphosis Unit Quiz** -Students complete academic vocabulary word cards for unit vocabulary

(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** Many Modernist words draw attention to the techniques used to create them. In what ways is this true of "The Metamorphosis"? Identify a passage that reminds readers that they are reading a fictional tale.	**School Holiday** Election Day – Students Out	**Vocabulary Review Game** Students practice content vocabulary by playing a game.	**Auxiliary Verb Use** -Students practice finding and listing the 3 most common examples of auxiliary verbs within the text,	**Closure: Lesson Reflection** -Students answer the Essential Question using evidence from *The Metamorphosis*
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**	**School Holiday** • Election Day – Students Out	• **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**	**School Holiday** • Election Day – Students Out	• **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:	**Formative Assessments** -Check for Understanding	**School Holiday** Election Day – Students Out	**Formative Assessments** -Check for Understanding -In-line Annotation	**Formative Assessments** -Check for Understanding -In-line Annotation	**Formative Assessments** -Check for Understanding -In-line Annotation

Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.	-In-line Annotation **Summative** -Vocabulary use in Sentences		**Summative** -Vocabulary use in Sentences	**Summative** -Vocabulary use in Sentences	**Summative** -Vocabulary use in Sentences
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	<u>**Heterogeneous Grouping**</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>**Repetition/L1 support**</u> • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	<u>**School Holiday**</u> • Election Day – Students Out	<u>**Heterogeneous Grouping**</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>**Repetition/L1 support**</u> • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	<u>**Heterogeneous Grouping**</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>**Repetition/L1 support**</u> • **(Teacher provides an explanation of the concept in Spanish for students that are struggling.**	<u>**Heterogeneous Grouping**</u> • **Students of higher proficiency levels are paired with students of beginning proficiency levels to assist in building knowledge** <u>**Repetition/L1 support**</u> • **(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**	<u>**School Holiday**</u> • Election Day – Students Out	• **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**	<u>**School Holiday**</u> • Election Day – Students Out	• **Students will use Nearpod, which is embedded with the following**	• **Students will use Nearpod, which is embedded with the following assistive**	• **Students will use Nearpod, which is embedded with the following assistive**

	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.		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.	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.	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.