

2024-2025 Weekly Lesson Planning Document

Week of Tuesday, November 12 through Friday, November 15



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.)	School Holiday Veteran's Day	SELECTION The Doll's House Katherine Mansfield	SELECTION The Doll's House Katherine Mansfield	SELECTION The Doll's House Katherine Mansfield	SELECTION Sonnet, With Bird Sherman Alexie Elliptical Harryette Mullen Fences Pat Mora
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.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9 th -10 th grade-level text by choosing flexibly from a range of strategies. 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.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary. 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.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.				
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.	School Holiday Veteran's Day	Given annotations and sentence starters, I can demonstrate comprehension of "The	Given annotations and sentence starters, I can demonstrate comprehension of "The	Given annotations and sentence starters, I can demonstrate comprehension	Given annotations and sentence starters, I can demonstrate comprehension of "Poetry

<p>This is should also be on your Whiteboard Protocol.</p> <p>What do you want students to know, understand and be able to do as a result of this lesson?</p> <p>The objective should be written using the stem...</p> <p>I CAN....</p>		Doll's House" with 80% accuracy.	Doll's House" with 80% accuracy.	of "The Doll's House" with 80% accuracy.	Collection 02" with 80% accuracy.
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Possible Misconception (s):
What misconception(s) are you anticipating during this lesson?

School Holiday

- Veteran's Day

-It's Just a Children's Story: Some readers mistake it for a simple tale about children playing, missing the deeper social critique and class issues it addresses.

-The Doll's House is the Main Focus: While the doll's house is a central symbol, the real focus is on the social dynamics and the discrimination faced by the Kelveys sisters.

-Happy Ending: The story's ending can be misinterpreted as happy or resolved simply because the Kelveys get to see the doll's house, overlooking the persistent social inequalities highlighted throughout.

-Characters are Just "Good" or "Bad": Readers might oversimplify characters like Aunt Beryl as purely negative, without recognizing the complexities of their societal roles and pressures.

-Lack of Depth: The seemingly straightforward narrative might lead some to think it lacks depth, missing Mansfield's subtle critique of societal norms and the innocence of children amidst these rigid

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Sonnet, with Bird by Sherman Alexie

-Traditional Structure: Some might assume it follows a strict Shakespearean sonnet form, missing its modern, free-verse twist.

-Simplistic Theme: Readers might think it's just about nature or birds, overlooking deeper themes like identity and culture.

-Surface Interpretation: It's easy to read it superficially, missing the metaphorical layers that Alexie often embeds about indigenous experience and personal history.

Elliptical by Harryette Mullen

-Incompleteness: Readers might mistake its fragmented, elliptical style for unfinished or chaotic writing, not seeing it as a deliberate artistic choice to reflect modern, fragmented identities.

-Lack of Cohesion: Some might think the disjointed structure lacks coherence, overlooking how it mirrors the complexities of communication and understanding.

		structures.	children amidst these rigid structures.	structures.	<p>-Absurdity: The seemingly absurd or whimsical elements might be misunderstood as mere playfulness, rather than a critique of language and cultural constructs.</p> <p>Fences by Pat Mora</p> <p>-Literal Fences: Some might take the fences literally, missing their symbolic representation of social and cultural barriers.</p> <p>-Simple Division: It could be seen as a straightforward story of division, not recognizing the nuanced commentary on privilege, exclusion, and longing.</p> <p>-One-dimensional Characters</p>
<p>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.</p>	<p><u>School Holiday</u> Veteran's Day</p>	<p><u>Vocabulary Word Cards</u> - Students complete personal vocabulary word cards in which they must determine the meaning of a word, rate their own understanding of that word, draw a picture of the vocabulary word, then find at least 1 synonym or antonym of the vocabulary word.</p> <p><u>Vocabulary Words</u> -shunned -sneered</p>	<p><u>Word Study: Vocabulary Review Game</u> -Students play a vocabulary review game.</p>	<p><u>Discussion Quesiton</u> -Students answer a prompt that connects the text to the essential question.</p>	<p><u>Vocabulary Word Cards</u> - Students complete personal vocabulary word cards in which they must determine the meaning of a word, rate their own understanding of that word, draw a picture of the vocabulary word, then find at least 1 synonym or antonym of the vocabulary word.</p> <p><u>Vocabulary Words</u> -perspective -entitled</p>

		-spitefully			-interactions
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.	<u>School Holiday</u> ▪ Veteran's Day	▪ 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	<u>School Holiday</u> Veteran's Day	<u>First Read: The Doll's House</u> -Students read and annotate the text for the first time, then connect it to their personal experiences.	<u>Word Study: Words with Multiple Suffixes</u> -Students review and practice words that have different suffixes and how the meaning of those words change based on the affix.	<u>Author's Style: Diction and Syntax</u> -Students identify formal and informal diction and identify examples of both.	<u>First Read: Poetry Collection 02</u> -Students read and annotate the text for the first time, then connect it to their personal experiences.
Middle of the lesson We Do Science: Explain and Elaborate	<u>School Holiday</u> Veteran's Day	<u>First Read: The Doll's House</u> -Students read and annotate the text for the first time, then connect it to their personal experiences.	<u>Analyze Craft and Structure: Symbol and Theme</u> -Students collaborate to find examples of symbolic meaning in the text.	<u>Writing to Sources: Response to Literature</u> -Students write a response to the text.	<u>First Read: Poetry Collection 02</u> -Students read and annotate the text for the first time, then connect it to their personal experiences.

<p>End of the Lesson You Do</p> <p>Science: Evaluate</p>	<p><u>School Holiday</u> Veteran's Day</p>	<p><u>Comprehension Questions: The Doll's House</u> -Students answer TDQs about the text.</p>	<p><u>Writing Original Sentences</u> -Students write original sentences using content vocabulary words.</p>	<p><u>Evidence Log</u> -Students add words that they believe are important to the essential question to their evidence logs.</p>	<p><u>Comprehension Questions: Poetry Collection 02</u> -Students answer TDQs about the text.</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>School Holiday</u> Veteran's Day</p>	<p><u>Summary</u> -Students write a summary of the text in a complete sentence.</p>	<p><u>Vocabulary Review Game</u> -Students practice content vocabulary by playing a game.</p>	<p><u>Auxiliary Verb Use</u> -Students practice finding and listing the 3 most common examples of auxiliary verbs within the text,</p>	<p><u>Summary</u> -Students write a summary of the text in a complete sentence.</p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p><u>School Holiday</u></p> <ul style="list-style-type: none"> Veteran's Day 	<ul style="list-style-type: none"> Clear and concise language with minimal jargon Illustrated text Building Background Reduced workload Extended time Alternative Assessment 	<ul style="list-style-type: none"> Clear and concise language with minimal jargon Illustrated text Building Background Reduced workload Extended time Alternative Assessment 	<ul style="list-style-type: none"> Clear and concise language with minimal jargon Illustrated text Building Background Reduced workload Extended time Alternative Assessment 	<ul style="list-style-type: none"> Clear and concise language with minimal jargon Illustrated text Building Background Reduced workload Extended time Alternative Assessment
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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>School Holiday</u> Veteran's Day	<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	<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>School Holiday</u> <ul style="list-style-type: none"> Veteran's Day 	<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?	<u>School Holiday</u> <ul style="list-style-type: none"> Veteran's Day 	<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.	<u>School Holiday</u> <ul style="list-style-type: none"> Veteran's Day 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive 	<ul style="list-style-type: none"> Students will use Nearpod, which is embedded with the following assistive

		<p>assistive technology:</p> <ul style="list-style-type: none"> • 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. 	<p>assistive technology:</p> <ul style="list-style-type: none"> • 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. 	<p>technology:</p> <ul style="list-style-type: none"> • 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. 	<p>technology:</p> <ul style="list-style-type: none"> • 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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